

**California State University, Stanislaus
Communication Studies Department
Faculty Evaluation Policy and Procedures for Temporary Faculty
Effective AY 2013-14**

The Department of Communication Studies revised Evaluation Policy and Procedures are based on **34/AS/13/FAC**--CSU Stanislaus Evaluation Policy & Procedures for Temporary Faculty

1. Purpose

The performance of temporary faculty (e.g., Lecturers) should be carefully evaluated in order to: 1) provide our students with the best instruction, best coaching, best counseling, and best library services possible; 2) provide these faculty with timely feedback concerning their efforts; and 3) assist in the careful consideration of faculty needed for any future temporary or probationary positions for which they may be candidates.

This document provides general guidance and specifies the policy and procedures, which will be used to implement various articles of the Unit 3 Collective Bargaining Agreement (CBA), related to the evaluation of temporary faculty. In the event of conflict between this document and the CBA, the CBA shall prevail.

2. Notification

2.1 Within fourteen days after the acceptance of an initial temporary appointment (from the first day of term), the Department Chair (or appropriate administrator¹) shall provide the temporary faculty member a printed copy of the evaluation policies and procedures in effect at that time: this document and the criteria developed by the department, or equivalent unit. *The department in consultation with Faculty Affairs interprets "fourteen days" as calendar days from the first day of instruction with a 24-hour time clock (e.g., AY 2013-14, the first day of instruction is Aug. 22, 2013; consequently, fourteen calendar days is established as Sept. 5, 2013).*

Any changes to evaluation criteria and procedures must be made prior to the commencement of the evaluation process, and all faculty must be advised of such changes in writing prior to the start of the evaluation cycle. Once the evaluation cycle has begun, no further changes to evaluation criteria and procedures will be permitted.

2.2 Temporary faculty must be evaluated in terms of their particular assignment and the criteria appropriate to that assignment. Departments or equivalent units shall develop specific, written criteria for instructional and non-instructional assignments (e.g., coaches, counselors, and librarians). Within departments and programs, similar assignments shall be evaluated

according to the same criteria. Such criteria must be incorporated into this document by reference², and must be distributed to candidates prior to the start of the evaluation cycle.

2.3 Departments or equivalent units which employ temporary faculty in instructional activities beyond classroom teaching (e.g., the supervision of student-teachers, the direction of artistic activities, etc.) must also develop specific criteria appropriate to the work assignment. Such criteria must be in writing, must be incorporated into this document by reference, and must be distributed to candidates within fourteen days after the acceptance of an initial temporary appointment.

3. Multiple Assignments

Temporary faculty are to be evaluated separately within each department or equivalent unit in which they have an appointment.

4. Process

The CBA mandates a periodic evaluation of temporary faculty that results in written statements which are placed in the candidate's Personnel Action File (PAF). The specific elements of this periodic evaluation process are explained below.

Full-time Temporary Faculty

4.1 Full-time temporary faculty appointed within a single department for two or more semesters, regardless of a break in service, shall be evaluated in terms of their particular assignment and the department or equivalent unit criteria appropriate to that assignment. For faculty with instructional assignments, librarians, and counselors, a department or equivalent unit peer committee of tenured faculty shall consider at a minimum:

- 1. written student evaluation forms administered and placed in the PAF in conformance with section 15.14 of the CBA;**

Per 33/AS/13/FAC—Amendment to 9/AS/93/FAC—Policy on Student Evaluation of Teaching (Previously 3/AS/89FAC)

All faculty unit employees and administrators who teach are required to conduct student evaluations in no less than 50% of all courses per year with a minimum of one course per semester using the IDEA Short Form or approved substitute(s). Faculty unit employees and administrators teaching one or two classes annually shall have all classes evaluated. UEE courses are not part of the 50% as required by the Unit 3 faculty contract. The classes to be evaluated shall be jointly determined in consultation between the faculty unit employee and his/her department chair. In the event of disagreement, each party shall select 50% of the

total courses to be evaluated. The department chairperson may approve evaluation of additional courses if requested by the instructor.

2.any input from faculty unit employees; and

3.all materials previously assembled in the PAF.

The committee shall also consider optional materials and information provided by the candidate, which must be submitted to the Department Chair, or appropriate administrator, no later than the deadline established by the URPTC; examples of inclusions are: course materials, the outcomes of class visitations, or other forms of peer review requested by the faculty member under review from specific peers of his or her choosing.

Departments may develop additional procedures and request additional materials for review so long as these requests are evenly applied to all under review.

The Department of Communication Studies has developed specific procedures, additional required materials and the need for classroom visits (See specific headings 12 and 13).

For instructional faculty, the Department Chair may write a separate recommendation as part of the evaluation process; if such a separate recommendation is made, the Chair shall not participate as a member of the department peer committee.

4.2 During the review process, additional documents provided by the candidate or gathered by the department committee (and/or Department Chair) shall be considered an extension of the PAF. As stipulated in Article 15.2 of the CBA, faculty unit employees, students, academic administrators, and the President may contribute information to the evaluation of a faculty unit employee. Information submitted by the faculty unit employee and by academic administrators may include statements and opinions about the qualifications and work of the employee provided by other persons identified by name. Article 11.4 of the CBA asserts: "The faculty unit employee shall be notified of the placement of any material in his/her Personnel Action File, and shall be provided with a copy of any material to be placed in the Personnel Action File at least five (5) days prior to such placement." Pursuant to Article 15.12c of the CBA, no written recommendation shall be made at any level without a thorough prior review of the PAF.

4.3 All documentation assembled as a consequence of the evaluation, including the written evaluation recommendations of the department committee and department Chair (if the Chair conducted a separate review) shall be forwarded to the appropriate college Dean or equivalent appropriate administrator. Following his or her review, the Dean shall forward his or her written recommendation (accompanied by the evaluations of the department committee and, possibly, the department Chair) to the Office of Faculty Affairs for inclusion

in the PAF. Copies of these evaluation documents will also be provided to the candidate, the department committee, and the department Chair. Supporting documentation gathered as part of the review process will be returned to the candidate or the department Chair as appropriate.

4.4 The evaluation process for full-time temporary faculty must be concluded no later than the deadline established by the URPTC. As stipulated by Art.12.7 of the CBA, careful consideration of the evaluation materials and PAF is required before subsequent appointments may be made.

Temporary faculty unit employees eligible for a three-year appointment pursuant to Article 12.12 shall be evaluated in the academic year preceding the issuance of a three-year appointment. This evaluation shall include student evaluations of teaching performance for those with teaching duties, peer review by a committee of the department or equivalent unit as defined in provision 15.2, and evaluations by appropriate administrators. **The evaluation shall rate the temporary faculty unit employee as either satisfactory or unsatisfactory.** Satisfactory ratings may include narrative comments including constructive suggestions for development. This periodic evaluation shall consider the faculty unit employee's cumulative work performance during the entire qualifying period for the three-year appointment. A three-year appointment shall be issued if the temporary faculty unit employee is determined by the appropriate administrator to have performed in a satisfactory manner in carrying out the duties of his/her position. The determination of the appropriate administrator shall be based on the contents of the Personnel Action File and any materials generated for use in any given evaluation cycle pursuant to 15.8. Where the appropriate administrator determines that a Temporary Faculty Unit Employee has not performed his/her duties in a satisfactory manner, then the reasons for his/her determination shall be reduced to writing and placed in the Personnel Action File.

Temporary faculty unit employees holding a three-year appointment pursuant to Article 12.13 shall be evaluated in the third year of the appointment. This evaluation shall include student evaluations of teaching performance for those with teaching duties, peer review by a committee of the department or equivalent unit as defined in provision 15.2, and evaluations by appropriate administrators. **The evaluation shall rate the temporary faculty unit employee as either satisfactory or unsatisfactory.** Satisfactory ratings may include narrative comments including constructive suggestions for development. This periodic evaluation shall consider the faculty unit employee's cumulative work performance during the entire three-year appointment. A subsequent three-year appointment shall be issued if the temporary faculty unit employee is determined by the appropriate administrator to have performed in a satisfactory manner in carrying out the duties of his/her position. The determination of the appropriate administrator shall be based on the contents of the Personnel Action File and any materials generated for use in any given evaluation cycle pursuant to 15.8. Where the appropriate administrator determines that a Temporary Faculty Unit Employee has not performed his/her duties in a satisfactory manner, then the

reasons for his/her determination shall be reduced to writing and placed in the Personnel Action File.

Part-time Temporary Faculty (Part-time Lecturers)

4.5 Two or More Semester Appointments:

Part-time temporary faculty appointed for two or more semesters, regardless of a break in service, shall be evaluated in terms of their particular assignment and the department or equivalent unit criteria appropriate to that assignment.

Departments may develop additional procedures and request additional materials for review so long as these requests are evenly applied to all under review. ***The Department of Communication Studies has developed specific procedures, additional required materials and the need for classroom visits (See specific headings 12 and 13).***

Each department may decide whether evaluation of part-time temporary faculty will be completed by the Chair alone or by the Chair in conjunction with a departmental peer committee of full-time tenured faculty. **For the Department of Communication Studies the Chair will complete the evaluation of part-time temporary faculty.**

At a minimum, the department Chair or the Chair and a peer review committee shall review written student evaluation forms for part-time temporary faculty with instructional duties in compliance with **33/AS/13/FAC – CSU Stanislaus Policy on Student Evaluation of Teaching.**

4.6 The Chair or appropriate administrator shall forward copies of the evaluation recommendation and all supporting documentation to the college Dean or the appropriate administrator who shall in turn forward his or her written recommendation (accompanied by the evaluation of the department Chair and, possibly, a departmental committee) to the Office of Faculty Affairs, for inclusion in the PAF. Copies of these evaluation documents will also be provided to the candidate, the department committee (if any), and the department Chair appointment. This evaluation shall include student evaluations of teaching performance for those with teaching duties, peer review by a committee of the department or equivalent unit as defined in provision 15.2, and evaluations by appropriate administrators. **The evaluation shall rate the temporary faculty unit employee as either satisfactory or unsatisfactory.** Satisfactory ratings may include narrative comments including constructive suggestions for development. This periodic evaluation shall consider the faculty unit employee's cumulative work performance during the entire qualifying period for the three-year appointment. A three-year appointment shall be issued if the temporary faculty unit employee is determined by the appropriate administrator to have performed in a satisfactory manner in carrying out the duties of his/her position. The determination of the appropriate administrator shall be based on the

contents of the Personnel Action File and any materials generated for use in any given evaluation cycle pursuant to 15.8. Where the appropriate administrator determines that a Temporary Faculty Unit Employee has not performed his/her duties in a satisfactory manner, then the reasons for his/her determination shall be reduced to writing and placed in the Personnel Action File.

Temporary faculty unit employees holding a three-year appointment pursuant to Article 12.13 shall be evaluated in the third year of the appointment. This evaluation shall include student evaluations of teaching performance for those with teaching duties, peer review by a committee of the department or equivalent unit as defined in provision 15.2, and evaluations by appropriate administrators. **The evaluation shall rate the temporary faculty unit employee as either satisfactory or unsatisfactory.** Satisfactory ratings may include narrative comments including constructive suggestions for development. This periodic evaluation shall consider the faculty unit employee's cumulative work performance during the entire three-year appointment. A subsequent three-year appointment shall be issued if the temporary faculty unit employee is determined by the appropriate administrator to have performed in a satisfactory manner in carrying out the duties of his/her position. The determination of the appropriate administrator shall be based on the contents of the Personnel Action File and any materials generated for use in any given evaluation cycle pursuant to 15.8. Where the appropriate administrator determines that a Temporary Faculty Unit Employee has not performed his/her duties in a satisfactory manner, then the reasons for his/her determination shall be reduced to writing and placed in the Personnel Action File.

Supporting documentation gathered as part of the review process will be returned to the candidate or the department Chair as appropriate.

4.7 The evaluation process for part-time temporary faculty must be concluded no later than the date established by the URPTC. As stipulated by Art. 12.7 of the CBA, careful consideration of the evaluation materials and PAF is required before subsequent appointments may be made. *The Chair may establish earlier deadlines to receive review materials from candidates in order to meet the established deadlines by URPTC.*

Temporary faculty unit employees eligible for a three-year appointment pursuant to Article 12.12 shall be evaluated in the academic year preceding the issuance of a three-year

4.8 One Semester of Less Appointments:

Part-time temporary faculty appointed for one semester or less shall be evaluated at the discretion of the department Chair or, in equivalent units where there is no department Chair, the appropriate administrator. In addition, the department or equivalent unit or the employee may request that an evaluation be performed.

5. Temporary Coaching Faculty:

Not relevant to the Department of Communications Studies

6. Temporary Librarian Faculty:

Not relevant to the Department of Communications Studies

7. Temporary Counselor Faculty:

Not relevant to the Department of Communications Studies

8. Volunteer Part-time Temporary Faculty

Volunteer faculty will be evaluated following the process and procedures outlined above at the discretion of the Department Chair or, in equivalent units where there is no Department Chair, the appropriate administrator, and/or if the Volunteer requests such an evaluation.

9. Rebuttal

At all levels of review, and before recommendations are forwarded to the next level of review, the candidate shall be given a copy of the written recommendation based on established, written criteria and materials submitted. The candidate may submit a rebuttal statement or response in writing and/or request a meeting be held to discuss the recommendation within ten (10) days following receipt of the recommendation. Copies of any written responses or rebuttal statements shall be distributed to all previous levels of review and shall be included in the PAF.

10. Confidentiality

All deliberations in the evaluation process are to be held in strictest confidence. As stipulated in Article 15.11 of the CBA, recommendations shall be confidential except that the affected faculty unit employee, appropriate administrators, the President, the Chair, and the peer review committee members shall have access to written recommendations.

11. Timelines

Timelines for the entire evaluation process shall be established annually by the University Retention, Promotion, and Tenure Committee after consultation with the President or the President's designee and widely promulgated throughout the campus. All evaluations shall be conducted and concluded within the periods of time specified within these published timelines, and the WPAF shall be forwarded to the next level of review in a timely manner. *In addition, the appropriate faculty unit committee or Chair may recommend timelines for conducting evaluations.*

12. Department Required Additional Procedures and Materials for Review of Full and Part-time Temporary Faculty (Teaching Portfolio)

Departments may develop additional procedures and request additional materials for review so long as these requests are evenly applied to all under review. ***The Department of Communication Studies has***

developed additional procedures, requiring materials and the need for classroom visits (See specific headings 12 and 13).

The faculty candidate is expected to provide the following minimum required materials and information:

12.1 Teaching Portfolio - Index of Contents

Please include your name, department/college, and complete list of items in the portfolio. A copy of the Index will be forwarded to the PAF (See CBA 15.9).

12.2 Teaching Portfolio – Narrative Evaluation of Teaching Performance

- a. Statement of Teaching Responsibilities. This statement should include course titles, catalog numbers, average enrollments and an indication they are graduate, undergraduate, required or elective courses for the department. A chart or table is a useful way to present this information.
- b. Summative Student Evaluations (numerical/quantitative and written course comments/qualitative), as required by the University shall be included in the file. At a minimum, all student evaluations required for all faculty shall be placed in the portfolio. The candidate, at his or her discretion, may include additional student evaluations. Student evaluations of teaching data are described in the narrative section of the portfolio, with supported evidence placed in the appendix. Student course evaluation data are often presented in a chart or table.

NOTE: Per 33/AS/13/FAC—Amendment to 9/AS/93/FAC—Policy on Student Evaluation of Teaching (Previously 3/AS/89FAC)

All faculty unit employees and administrators who teach are required to conduct student evaluations in no less than 50% of all courses per year with a minimum of one course per semester using the IDEA Short Form or approved substitute(s). Faculty unit employees and administrators teaching one or two classes annually shall have all classes evaluated. UEE courses are not part of the 50% as required by the Unit 3 faculty contract. The classes to be evaluated shall be jointly determined in consultation between the faculty unit employee and his/her department chair. In the event of disagreement, each party shall select 50% of the total courses to be evaluated. The department chairperson may approve evaluation of additional courses if requested by the instructor.

- c. Formative Feedback/Peer Review/ Classroom Visits
Excerpts from classroom visits are placed in the narrative section and cross-referenced to the complete report, located in the appendix. See details for classroom visits per item 13 of this policy.

- d. Students may, with the concurrence of the department and administrator, be provided an opportunity to consult with the department peer review committee or Chair as appropriate (refer to CBA 15.16). However, any student communications or evaluations provided outside of the regular evaluation process must be identified by name to be included in a Personnel or Personnel Action File (CBA 15.17).

The faculty candidate may also provide the following suggested optional materials and information to support the Narrative Evaluation of Teaching Performance area identified above:

12.3 The Teaching Portfolio – Supplemental Narrative of

Recommended (Optional) Materials and Information: The faculty candidate may also submit to the committee and/or Chair (as appropriate, the following materials and information):

- a. Reflective Statement of Teaching Philosophy, Strategies and Goals. The section may address the philosophy of teaching and learning that drives and motivates the faculty member's classroom performance, as well his/her strategies, methodologies (why you do what you do) and to look ahead to identify some short and long-term teaching goals (e.g., possible projects or activities).
- b. Evidence of Student Learning & Accomplishments. Highlights of assessment of what and how students have learned, succeeded, or improved as a result of the faculty member's efforts are included in the narrative and documentation is placed in the appendix.
- c. Professional Development (Teaching Improvement Activities). Improvement efforts and professional development activities are highlighted in the narrative, such as certificate of attendance of teaching workshops, conferences, etc. Documentation is placed in the appendix and referenced in the narrative.
- d. Recognition of Teaching Honors and Awards. This section focuses on teaching honors or other recognition from colleagues, students, administrators, alumni or discipline organizations. Documentation is placed in the appendix and referenced in the narrative.
- e. Other Teaching Related Materials and Information. This section may include other activities that may contribute to effective teaching and learning not already identified above. Such items may include creative and scholarly activities, affairs important to the University (committee membership or leadership positions in campus, community, and/or professional organization; study or participation at workshops, conferences, international travel or special courses aimed at improving one's teaching or scholarly and

creative skills). Documentation is placed in the appendix and referenced in the narrative.

12.4 Teaching Portfolio – The Appendix

The appendices must be of manageable size, so carefully select information that supports all statements in your narrative section of the portfolio. Clear organization is essential.

13. Classroom Visits / Observations

If classroom visits are to be a part of the evaluation process (see Article 15.14 of CBA), the affected faculty member shall be provided notice of at least five (5) days prior to a classroom visit taking place. In addition, consultation between the faculty member and the individual visiting his/her class should take place.

The Department of Communication Studies has developed the following guidelines for classroom visits.

13.1 Classroom visits are a required part of the evaluation process for:

- a. New temporary full-time and part-time faculty at least once within their first two semesters of appointment, regardless of a break in service; or
- b. Temporary faculty serving more than two semesters shall be evaluated at least once within a three academic year (AY) period of their appointment beyond the first two terms, regardless of a break in service. This includes both temporary faculty holding a three-year appointment, those eligible for three-year appointments and those with term or AY appointments. Typically, when possible, the faculty holding a three-year appointment shall be evaluated in the third year of the appointment, while temporary faculty eligible for a three-year appointment shall be evaluated in the academic year preceding the issuance of a three-year appointment.
- c. Faculty may request more frequent visits in consultation with the Chair.
- d. Follow-up: If the visitor/observer, faculty under review, or Chair believe that additional observations are needed, then such an observation will be arranged.

13.2 The following process will guide the in-class visits:

- a. The classroom visit (in-person observation) shall be conducted by a tenured or tenure-track member of the department faculty, as chosen by the Chair of the Department or Chair of the Personnel Committee. At a minimum, faculty will be observed in one class meeting in one course.
- b. Faculty member shall be provided notice of at least five (5) days prior to a classroom visit taking place. In addition, consultation between the

faculty member and the individual visiting his/her class shall take place prior to the class so that the visitor may find out what the faculty member plans to cover in the class being observed. If agreeable to both parties, on-line discussion may be appropriate to fine tune logistics of the classroom visit.

- c. This observation should be conducted on a day when the faculty member is engaged in at least some form of direct instruction (i.e., not on a day devoted primarily to “independent group activities,” exams or student presentations).
- d. The visitor/observer (tenured/tenure–track faculty member) will draft a letter summarizing findings, with specific attention (including concrete examples) to the areas of:
 - 1) The instructor’s rapport with students (this might include such details as classroom climate, student responsiveness to one another and to the instructor, and the instructor’s use of verbal and nonverbal messages to establish and maintain an effective learning environment).
 - 2) The instructor’s knowledge of the subject matter explored during the class meeting (this might include such details as the integration of contemporary research, the specificity and clarity of chosen examples, and the depth and sophistication of ideas exchanged).
 - 3) The instructor’s organization of the lesson in ways that support classroom learning (this might include such details as the use of in-class signposting, explicit connections to prior and future course activities, and synthesis of significant learning at appropriate points during the class meeting).
- e. Rating system.

The distinction, which needs to be made by the observer, is between behavior that is accepted as professional and that which is unacceptable. Because a simple pass/fail distinction is overly crude, an evaluation scale with three levels – Exceeds Expectations, Meets Expectations and Does Not Meet Expectations shall be used to describe each area identified above to by the evaluator. Each of the areas of focus should be rated using this scale.

 - 1) Any rating of **Exceeds Expectations** means that no improvement is necessary to meet or exceed professional expectations in the area evaluated.
 - 2) Any **Meets Expectations** rating should contain descriptions of the positive elements observed and must list specific areas that need improvement and suggest ways in which the improvements could be made.
 - 3) Any **Does Not Meet Expectations** rating should be fully explained by the observer in writing. In case of such a rating, the instructor, the observer(s), and the Department Chair should meet and discuss the evaluation.

- f. The visitor shall meet with the faculty member under review within one week of the classroom visit, prior to drafting a summary letter, to discuss the pedagogical implications of the visit/observation (discussion meeting).
- g. The visitor's summary letter shall be delivered to the faculty member under review within a reasonable period of time (e.g., approximately two weeks after the classroom visit) and copied to the Chair of the Personnel Committee, the Department Chair, the department's Administrative Coordinator (file) and to the faculty member's file in Faculty Affairs (Article 11.4 of the CBA asserts: "The faculty unit employee shall be notified of the placement of any material in his/her Personnel Action File, and shall be provided with a copy of any material to be placed in the Personnel Action File at least five (5) days prior to such placement").

13.3 The faculty member under review may choose at this point to submit a rebuttal, in writing, of the observer's summary letter; a rebuttal is not required. If the faculty member under review chooses to submit a rebuttal, this must be delivered in writing to the Chair of the Department within ten (10) calendar days following receipt of the observer's summary letter. Copies of any written responses or rebuttal statements shall be distributed to all previous levels of review and shall be included in the PAF.

¹ For the purposes of this document, "appropriate administrator" is defined as follows: for instructional faculty, it is the Dean of the academic college; for counseling faculty, it is the Dean of Students; for librarian faculty, it is the Dean of Library Services; for coaching faculty it is the Athletic Director.

² That is, department or equivalent unit criteria should include the statement: *These criteria fulfill the requirement in section 2.2 of the CSU Stanislaus Evaluation Policy & Procedures for Temporary Faculty.*

Original approved by the Department of Communication Studies faculty on August 28, 2013. Updated and approved August 30, 2014. Revised to meet the language of 33/AS/13/FAC and 34/AS/13/FAC on February 21, 2014 per request by Office of Faculty Affairs.