**CalPolyPomona**

# Lecturer/Temporary Faculty Handbook

Early Childhood Studies

2025 Calendar Year

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# WELCOME!

Whether you are a new or returning part-time lecturer, this packet is to familiarize or update you with university, college, and department policies and procedures at Cal Poly Pomona (CPP). Your colleagues are here to support you in being a successful instructor in the Department of Early Childhood Studies (ECS) as part of the larger College of Education and Integrative Studies (CEIS), chief among them is your department chair.

This handbook also provides important information about the faculty evaluation process that focuses on determining your effectiveness in the classroom and Canvas. Every faculty member engages in the evaluation process each year through student evaluations of instruction. Additional sources of data to evaluate the effectiveness and areas of growth if needed of your instruction are provided through peer evaluations of your classroom teaching, examination of syllabi, examination of your Canvas course, etc. It is important that you read this information carefully by accepting this position as a lecturer in the ECS Department you are committing to following the requirements in this Handbook and following Department, College, and University policies.

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 not on the tenure track as "Temporary Faculty." Interchangeable with that term are "adjunct," "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.

## College of Education and Integrative Studies (CEIS) Personnel

| CEIS Administration | Position | Email | Phone |
| --- | --- | --- | --- |
| Jenelle S. Pitt-Parker, Ph.D. | Dean | jspittparker@cpp.edu | X2312 |
| Christina Chavez-Reyes, Ph.D. | Interim Associate Dean | cchavez1@cpp.edu | X4094 |
| Stephanie Rascon | Assistant to the Dean | srascon@cpp.edu | X2307 |
| Zeida Garcia | Budget Analyst Faculty Contracts | zmgarcia@cpp.edu | X2305 |

## Early Childhood Studies (ECS) Personnel

### Department Administrative Support Coordinator

Every department has an Administrative Support Coordinator (ASC). Meet the ASC for the Early Childhood Studies (ECS) 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.

| TBD | ECS ASC | @cpp.edu | X3153 |
| --- | --- | --- | --- |

The department ASC oversees most administrative support 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 Tenure-Line Faculty

The department chair 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.

| Denise E. Kennedy, Ph.D. | ECS Department Chair & Professor | dekennedy@cpp.edu | X2671 |
| --- | --- | --- | --- |
| Kheng Ly-Hoang, Ed.D. | ECS Associate Chair & Assistant Professor | khengly@cpp.edu | X2646 |
| Giselle Navarro-Cruz, Ph.D. | Associate Professor | gnavarrocruz@cpp.edu | X5024 |
| Eden Haywood-Bird, Ph.D. | Associate Professor | ehaywoodbird@cpp.edu | X2579 |
| Soon Young Jang, Ph.D. | Associate Professor | sjang@cpp.edu | X4478 |
| Michelle DeJohnette, Ph.D. | Assistant Professor | mdejohnette@cpp.edu | X5492 |
| Marisol Diaz, Ph.D. | Assistant Professor | marisoldiaz1@cpp.edu | X2313 |
| Jiyoung Kim, Ph. D. | Assistant Professor | Jiyoungkim@cpp.edu | X3620 |

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**

| | |
|---|---|
| Early Childhood Studies (ECS) | www.cpp.edu/~ceis/early-childhood-studies/ |
| Education (EDU) | www.cpp.edu/~ceis/education |
| Educational Leadership (EDL) | www.cpp.edu/ceis/edleadership/ |
| Interdisciplinary General Education (IGE) | www.cpp.edu/~ceis/interdisciplinary-general-education |
| Liberal Studies (LS) | www.cpp.edu/~ceis/liberal-studies/index.shtml |

## SOME PRELIMINARIES...

### APPOINTMENT GUIDELINES FOR NEWLY HIRED LECTURERS

- It is expected that all new hires will require acclimation into our department's mission, vision, core values, and goals. The ASC and department chair are primary resources. Contact Victoria Bhavsar, Ph.D. Director, Center for the Advancement of Faculty Excellence (CAFE), and the instructional design team by phone 909-869-4640, email vbhavsar@cpp.edu, or visiting their webpage CAFE for more information about resources and training for instructors.
- All ECS instructors are expected to integrate anti-racist pedagogy into their instructional practices and course materials.
- Classes that you have the potential to teach will be provided by the department chair at the time of initial hire. This is based on the degrees earned, demonstrated areas of scholarly expertise, and teaching experience. The tenure-line faculty members will review your application materials to make this determination.
- Through additional education and teaching experience, you may become qualified to teach other courses. The chair, in consultation with the department's tenure-line faculty, will determine if and when other courses may be added to your list. It is the responsibility of the lecturer to add any new evidence that details additional expertise to your Personnel Action File.
- Courses offered to instructors are based on multiple dynamic factors. All course assignments are tentative and dependent on funding and enrollment.
- The department chair creates the schedule of classes each semester and fulfills each section with instructors using the following criteria laid out in the CBA for order of assignment:
  1. Permanent, tenured and tenure-track faculty are assigned to their contracted units.
  2. Instructors with 3-year contracts are assigned courses.
  3. Instructors with 1-year contracts are assigned courses
  4. Instructors without a contract are assigned courses.

You will be assigned a shared office space for you to conduct your work related to your courses, and meet with students, or other related duties that you are responsible for at CPP. Cal Poly Pomona has a shortage of space and is working to manage it. Since your office is shared with other lecturers, please coordinate the use of the space for office hours or student meetings. To be courteous to others, please 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**

If you are a new lecturer or if it has been more than 12 months since your last appointment, Before the first day of class, you must report to the Office of Human Resources and complete the required employment documentation.

**You must present valid identification, including your**

- Social security card
- Valid driver's license
- Current Permanent Residence card if you are not a U.S. citizen

**KEYS**
- Once your contract is signed and submitted, appropriate keys will be ordered for you.
- You will receive an email indicating when and where to pick up your keys.
- You must present a valid I.D. 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 issued to them.
- You must return all campus keys upon separating from the university to ECS's ASC.

**PARKING**
Faculty parking requires a fee and permit to park in faculty and staff parking lots. A staff parking pass may be purchased at the Cashier's Office in the CLA Building (98) or online at https://www.cpp.edu/parking/index.shtml.

# ADMINISTRATIVE – POLICIES AND PROCEDURES

## CANVAS
The university's learning management system (LMS) is Canvas and is required to be used for all CPP courses.  At a bare minimum, instructors should use Canvas to share the course syllabus, communicate with students regularly via announcements or the Canvas in-box, and to keep student grades updated. Faculty who are teaching a course that contains a required asynchronous component will use Canvas as the instructional tool during the asynchronous portion of each week.  The Center for the Advancement of Faculty Excellence (CAFE) has many tutorials and workshops that are free for faculty.  Many of your department faculty members can mentor you in the use of Canvas. Please contact the faculty lead of your courses and the department chair for further information.

# BRONCO DIRECT
- Ensure you use Bronco Direct (via MyCPP employee portal or accessing information about your appointment, personnel information, and absences as well as for class rosters, and grades.
  - Final grades are submitted through Bronco Direct. Check the CPP academic year (AY) 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.
- Failure to submit final grades by the deadline in Bronco Direct will require a manual change of grade form for each student in your class.  Please make sure to submit your grades on time
- Please see the department's Administrative Support Coordinator (ASC) for help with questions related to the use of Bronco Direct.

**SEPARATION PROCESS**
When your teaching assignment with the Department ends (e.g., voluntary separation/resignation, retiring, end of contract, etc.), please see the Department's ASC about the separation process. Please be sure to return your keys to the ASC.

## CLASS CANCELLATIONS

Instructors are expected to hold classes on the time and day(s) listed on the Bronco Direct schedule. Instructors may not change the time, day, or modality of scheduled classes. If there is an emergency or illness, contact the department chair and ASC immediately. You will need to enter sick time if a class must be canceled for an acceptable reason.

The instructor must teach class for the entirety of the class period. Instructors must aim to be punctual with their class schedules to illustrate commitment to student learning and therefore should not end early or start late on a regular basis.

## 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 (Human Resources) website)
- There are additional policies and procedures related to field trips required by the university. For the most current guidelines and checklist, consult well in advance of your field trip.

## COMMUNICATION
- CPP Email is the official form of communication at the university. Faculty members are expected to respond promptly to all CPP email communications, including those from students. It is expected that all communications with students, staff, faculty, and administrators will be polite and professional. It is expected that you will be afforded the same courtesy by others.
- Your CPP 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.


## DAYS NOT TEACHING
### CAMPUS HOLIDAYS
- A list of official holidays for the current academic year is on the Academic Affairs section of CPP's website. A hard copy may be obtained from the Office of Human Resources.

### SICK DAYS/EMERGENCIES
- If you are ill, you can cancel your class and take sick time (if available). If you are canceling a class because of illness, you must complete the following steps:
  - Report the absence to ceisabsences@cpp.edu
  - email the department chair
  - Email the ASC to post a notice on your classroom door.
- This is required even if you have announced the cancellation to students through Canvas and/or email. It is also highly advisable that you use your class email list to notify the students. If your course is virtual, please email the class roster and copy the ACS on this email. Those who drive a long distance to school will appreciate any advance notice.

- **JURY DUTY**

- If you have been called to jury duty, you must notify the Chair and the ASC ASAP. Jury duty is an excused absence, but you must still send an email to ceisabsences@cpp.edu to report your absence.

## CLASS MANAGEMENT AND STUDENT CONDUCT

Please consider adding a policy on expected class behavior to your syllabus. Students and instructors benefit when expectations are clearly stated on the syllabus and reviewed in class. Keep in mind that policy on classroom behavior should reflect the ECS Department's core values.

If you have any problems with student behavior, there are resources on campus to assist you. **As your first step, please see, email, and phone 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 in 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) from on-campus phones. Cell phone users should program the University Police main office number into their 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

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

## EQUIPMENT

Most university classrooms are "Smart Classrooms" with a computer and projection equipment.

- If you bring your own laptop, the standard projection connector is provided. If you are bringing your own Mac, remember to bring the appropriate adaptor for your device.
- 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 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 ECS's ASC 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, final meetings must be held during finals week of *each* semester and not before. Every lecture and seminar course shall include a final evaluative activity appropriate to the course. An instructor shall not shorten the academic term by scheduling this final activity before the week scheduled for final examinations.
- 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-class final examinations shall be administered only during final exam week and only at the time published by the University.
- Final examination schedules **do not apply** to Activity, Laboratory, Lecture or Seminar classes that are less than 1 unit, Hybrid, Asynchronous, Bisynchronous or any other class that is not scheduled during an Approved Time Module.

- Final exam time modules are to be strictly adhered to according to the current semester class schedule. Final exam schedules are available online.

- See [Student Success Central](#) for more information.

**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 is currently passing the course, has satisfactorily completed at least 70% of the course and there are compelling reasons why the student will not be able to complete coursework within the allotted semester*. You must set a contract online in the Bronco Direct Faculty roster, which is to be agreed to by the student.

- If you choose to offer an Incomplete (I), you agree to evaluate the material after the semester has ended (and possibly when you are not being paid by Cal Poly Pomona).
- 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. The administrative support coordinator or department chair can assist with this task.
- If the student fails to complete the work within the allotted time the grade will revert to an (IC). A year after the course ended, the IC will convert to an 'F.'

**OFFICE HOURS**

Adjunct faculty/lecturers must hold the following office hours based on the number of courses taught per semester:

- Part-time Lecturer faculty (assignment of 14 units of fewer in a semester) shall hold one (1) office hour each week for each three (3) unit course taught each semester or 20 minutes per unit taught (minimum of one (1) office hour each week even if teaching less than three (3) units)  or up to a maximum of 4 hours each week
- Full-time Lecturer faculty shall maintain a minimum of four office hours per week and conducted over at least two days.
- Faculty members teaching online courses or hybrid courses shall offer virtual office hours (it is recommended to be in proportion with the number of online units the instructor is teaching).
- Faculty teaching exclusively on campus shall hold at least half their office hours on campus.
- Your office hours must be clearly and accurately labeled and listed in your syllabi and Canvas.
- Please select office hours that are convenient for your students. It is advised that you select hours that are either before or after the classes you teach as students can more often meet those hours than hours set on a different day. Be mindful that this approach may not work for all as students often "stack" class on two days a week to manage their schedules.
- You must submit your designated office hour(s) to the ECS ASC before the end of the first week of each semester. It is preferable to have hours determined and posted before the first day of classes.
- A notice will be posted on the bulletin board outside of your office noting your class(es) and office hours.)
- If you are going to miss your scheduled office hours, please notify our department's ASC and arrange for a make-up session, if possible. A note must be posted outside your door (you are not expected to post outside your office if campus is closed due to emergency situations such as a pandemic) for your on-campus office hours and on your Canvas site if you are going to miss office hours.

**ECS DEPARTMENT MEETINGS**
- The ECS department will schedule department meetings for all adjuncts to keep you all abreast of the ECS department matters.
- The ECS department will provide opportunities for department meetings for tenure-line and adjuncts to discuss departmental issues, concerns, solutions, and trainings.

**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 Canvas is so essential to ensure 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. 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.
- It costs the department 10cents for every color copy made and 3 cents for every black/white copy.
- NOTE – Please adhere to the university copyright policy. The library website contains information on copyright restrictions.

**TEXTBOOK REQUISITIONS**

Textbooks for each course are chosen by the department and are not to be changed. The department ASC will order you a desk copy of all textbooks required for your course(s) as well as orders to the bookstore.

Instant Access Complete (IAC)

Most textbook materials are now digital. **Instant Access Complete** is a comprehensive, affordable, carbon-neutral program to automatically and sustainably provide **all** required textbooks/course materials for **all** courses to **all** registered students for one flat fee, mostly via links from Canvas. You can learn more from this CPP IAC explainer video.

Please double check all your IAC in your Canvas courses to ensure the correct book(s) listed in the course ECO and syllabi are correct. If there are any discrepancies, please notify the department ASC immediately.

# ENROLLMENT

Under normal circumstances, students will enroll in your course during the enrollment period, which takes place in the prior semester. You can access your course roster through Canvas prior to the beginning of the semester.

However, there are special circumstances that arise:

**ADDING STUDENTS**

Classroom enrollments are generally determined by classroom capacity and department pedagogy.  Adding students to a class is done in a few different ways.

1. The student requests to be added, however if another section is under-enrolled, that section must be filled in before your waitlist can be addressed. The ECS ASC is the person who sends permission number to students. Please work with the ASC and student directly to have permission numbers sent.
2. If your class exceeds the original enrollment cap, the chair or chair designee will reach out to you to discuss increasing the enrollment cap before doing so. Although course caps are typically 25 students for ECS courses, the Department Chair or Dean may request you to add students who are on your waitlist.
3. There are special circumstances that may require the Department Chair and/or Dean's office to make these decisions. For example, students may need to graduate on time and sometimes canceling classes due to low enrollment interferes with their ability to graduate. Please keep in mind that we are a student-centered university and that we will do the best we can to support students' academic efforts.
4. In all cases, the chair and/or Dean's office can override your decision not to add students from your waitlist if the course is required for a student's ultimate success.

5.

**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, the student is qualified to be in the class, and particularly if your class has low enrollment, please make every attempt to accommodate the student.

# TEACHING

**Course Modality**

Add CSU link

Add infographic link

**COURSE LEARNING OUTCOMES**

As a WASC accredited institution, all courses and programs have identified course learning outcomes (CLOs). As you craft your course, please be aware that it must address the CLOs listed in the course Extended Course Outline (ECO) to ensure that all courses support meeting the program outcomes. As you borrow or develop assignments and assessments, keep in mind that all assignments and 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 course learning outcomes, course activities, and assessment measures.

If you need assistance, please contact your department chair. Also note that the Center for the Advancement of Faculty Excellence (CAFE) for faculty to improve instruction, course development, and assessment.

**SYLLABUS**

The syllabus is your contract with students. Your syllabus must be based on the ECO approved by the Academic Senate for each class you teach and must use the ECS Syllabus Templates. Be as specific and transparent as possible in your syllabus.

Please see Appendix A for the ECS syllabus template that you must use and adapt for each of your classes. Your syllabus will be reviewed during the lecturer evaluation process and as part of your annual (1-year contract) or triennial (3-year contract) peer observation requirement.

Below is the general list of required items for a CPP syllabus.

At the top of the first page:

- Course number, class section, and course name
- Note the semester (e.g.: Fall 2024)
- Modality (e.g., Face-to-Face, Fully Synchronous, Fully Asynchronous, Bisynchronous, Hybrid Synchronous, Hybrid Asynchronous)
- Your name
- Day and time of class

- Class location
- Your office location (e.g.: 94-363), office telephone number and your e-mail address
- Include your response time to emails from students
- Your office Hour(s) – day(s) and time(s)
- Catalog course description (copy from ECS ECO)
- Course Learning Outcomes (copy from ECS ECO)
- Required Text(s) (check with the ASC for most recent text assignment)
- 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.
- Include a statement about when students can expect feedback on assignments.
- Policy for late submissions
- Plagiarism and AI statement
- Grading scale
- Assignments (brief descriptions in syllabi, full instructions and rubrics can be posted in Canvas and/or extended from your syllabi) – in chronological order
- Schedule of topics, readings, and assignment deadlines
- Schedule of Midterm (if any) and Final examination (give date/time)

## Course Instruction Modes

Hybrid class are usually M/W or T/Th and class meets one day face-to-face with synchronous or asynchronous work Canvas in lieu of meeting for the second session during the week. These classes are one hour and fifteen minutes long. Work on Canvas must equal the work we expect students to complete in class.

- Please note that, if using guest speakers in your classes, they should be relevant to the course and content for the week.
- University approved curriculum – CLOs, course outline, textbook(s)
  - Instructors must ensure coursework aligns with CLOs, correct textbook, addresses course outline content, and specific SLOs (if major required course)
  - Create assessment matrix – CLOs against course assignments (perhaps this matrix table should be added in syllabus template)
- Resources
  - Understanding Your Course Instruction Modes
  - Instruction Mode and Accommodations

**Credit hour**: In compliance with the CSU credit hour definition consistent with federal law (600.2 and 600.4 revised July 1, 2020) and the requirements of WSCUC

- Instructors are expected to meet 15 weeks during the semester in F2F/synchronous/hybrid/bi-synchronous classes.
- For fully asynchronous classes, instructors are expected to have 15 weeks of content for students to fulfill 2.5 hours of time on task each week.
- Notify Dept. Chair and ASC of any class changes
- Hybrid infographic

## Thanksgiving Week Policy

Information should be in syllabi. The university policy for Thanksgiving week. Classes are in session Monday-Wednesday and closures Thursday-Sunday. Department chair approval is needed if choosing to change instructional mode from

F2F/fully synchronous/hybrid/bi-synchronous to asynchronous or synchronous, content/activity/project should equate to 1.25 hours of seat time

**Class cancelation**

Class cannot or should not be canceled except for emergencies (ex. severe illness, professional development, or speak with Dept. Chair), consider adding absence policy in syllabi (e.g., more than 3 absences will earn "F" in class). If a class must be canceled for unforeseen reasons (e.g., emergencies, severe illness, or speak with Dept. Chair) instructors must provide 1.25 hours of each missed class time (Carnegie Unit seat time) on Canvas.

# FACULTY EVALUATION

### DEFINITION – Personnel Action File (PAF)

[Article 11 --- Personnel Files of the Collective Bargaining Agreement (CBA)] As a Cal Poly Pomona employee, your PAF is kept in the University's secure faculty management software and system database, Interfolio. Interfolio assists the University with accreditation and reporting. 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 PAF may be used as the basis of personnel recommendations or 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 PAF. 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 PAF that your chair or the dean considers accurate and relevant. You will be provided with 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 PAF, 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.

### Working Personal Action File (WPAF)

During the 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 PAF. CPP utilizes a digital platform, Interfolio, as the WPAF. 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 your WPAF. It must be stressed that all required documents must be included in your Interfolio WPAF.

### PROCESS FOR TEMPORARY FACULTY EVALUATIONS

Temporary faculty are evaluated by calendar year as opposed to academic year. **Full-time lecturers (15 units each semester with a yearly entitlement of 30 units) are also evaluated by the Department Chair and the Dean**. Your Periodic Evaluation is completed in the spring semester each academic year for the calendar year prior (example: review

is in March 2024 for calendar year 2023 which includes Spring 2023 and Fall 2023. Your Periodic Evaluation will result in a written recommendation to which you can respond. You will receive a copy of the evaluation, as it becomes part of your PAF. You have the right to request a meeting with the department chair or submit a written response within ten days following receipt of the recommendation.

Each year of your first six years as a temporary faculty will require you to submit evaluation materials to the department's Temporary Faculty Evaluation Committee (TFEC), which will conduct an **annual review** of your work based on seven required criteria:

1. Teaching-related course materials
   a. Syllabi (should use department syllabus template that includes office hours – ECS Syllabus Template 2024 final.docx
   b. Assignments and rubrics
2. Grading standards that conform to departmental norms
   a. Grading scale
   b. Grading policy
3. Student evaluation of teaching
   a. Summary evaluation report for all classes (CPP will email you when and where you have access to the reports after grades are submitted)
4. Peer observation report
   a. Review of Canvas course (peer observer must be added to the course as TA or teacher)
   b. Review of class syllabus
   c. Peer observation report detailing impartial and objective evaluation from the perspective of the tenure-line faculty
      i. F2F, hybrid asynchronous, hybrid bisynchronous, fully synchronous: one hour and 15 minutes observation
      ii. Fully asynchronous: Canvas course evaluation

5. Currency in the field(s) taught

   a. Most updated transcript indicating minimum qualifications
   b. Professional development
   c. Publications
   d. Presentations

6. Integrate social justice-oriented frameworks into their instructional practices and course materials, including
   a. Anti-racist and anti-bias pedagogy
   b. Culturally relevant and culturally sustaining pedagogy
   c. Multilingualism and multiculturalism
   d. Diversity, equity, and inclusion
   e. Strengths/asset-based perspectives


Lecturers with three-year contracts also participate in a cumulative periodic review at the **conclusion of their 3-year appointment period** as part of the decision-making process to offer the next three-year contract.

Decisions regarding retention and "careful consideration" for assignment of work are based on the assessment of performance in the annual review and subsequent periodic reviews.

Lecturers are evaluated according to the department criteria for effective teaching found in the appendices. Newly hired lecturers will be reviewed for their first year (2 semesters). Lecturers under one-year contracts are peer reviewed once

each year. Lecturers under 3-year contracts are peer reviewed for their final year of the 3-year contract.  If a peer review is unsatisfactory, a second tenure-line faculty member can peer review the same lecturer during the same semester. Both reviews will be included in the lecturer's PAF.

Written student comments, complaints, concerns, and recommendations, which are signed, dated, and accompanied by Bronco Student ID (BSID) number, must be properly addressed by an instructor. Evidence should be provided in the evaluation process of satisfactorily handling student concerns. Commendations about your instruction and related duties may be included if also signed and dated by the student with the BSID number included. Without the required information, the information cannot be included.

**Initial 3-year contract**

Temporary faculty eligible for an initial 3-year appointment shall be evaluated on the prior six years., This department's Temporary Faculty Evaluation Committee (TFEC shall consider the faculty unit employee's cumulative work performed during the entire 6-year qualifying period for the initial 3-year appointment. This is a required step, and faculty who choose not to undergo a cumulative evaluation will not have their contracts reviewed. The final decision of an initial 3-year appointment is made by the Dean of the college.

**Subsequent 3-year contracts**

Lecturers with three-year contracts also participate in a cumulative periodic review at the conclusion of their 3-year appointment period as part of the decision-making process to offer the next three-year contract. The periodic review will be based upon the final year performance of their 3-year contract, which **must be deemed satisfactory for a subsequent 3-year appointment**. The Dean of the College shall determine whether the temporary faculty member has performed satisfactorily before a subsequent 3-year appointment may be issued.

Both the CBA and the University Manual allow for the evaluation of temporary faculty appointed to one semester "at the discretion of the department chair, the appropriate administrator, or the department or equivalent unit." Please note that under the current CBA, each of the qualifying 6 years of service for an initial 3-year appointment need only consist of the appointment of two semesters in an AY.

**Temporary Faculty Evaluation Committee (TFEC)**

The Periodic Evaluation is completed by a Temporary Faculty Evaluation Committee made up of at least two tenure-line faculty members voted on by the Department. The Department Chair may serve on the committee or write a separate recommendation.

## PROCEDURES FOR TEMPORARY FACULTY PEER EVALUATION

1. Observations of temporary faculty will be conducted by tenure-line faculty.
2. The assigned tenure-line faculty must schedule your observation with you at least one week in advance.
   a. An optional pre-observation meeting may be scheduled between the observer and temporary faculty member. The meeting may be held in person or via Zoom.
   b. A required post-observation meeting must be scheduled between the observer and temporary faculty member to discuss the peer observation report within one week of the observation. The meeting may be held in person or via Zoom.
3. You may choose the class date and section of the course for the observer to attend
4. Observations will be conducted in the following areas
   a. Classroom teaching observation for 1 ¼ hours (for F2F and synchronous classes).
   b. Canvas course – add your observer as TA or teacher
   c. Syllabus – email a copy of your syllabus to your observer before the observation
5. The Temporary Faculty Peer Observation Report form will be used to generate the observation and evaluation report of the temporary faculty (see Appendix)

6. A draft Temporary Faculty Peer Observation Report will be emailed to the temporary faculty at least <u>one day</u> prior to the scheduled post-observation meeting.
7. You will receive feedback on your teaching effectiveness and discuss possible areas of improvement. The Peer Observation process is not meant to be punitive in any way but instead an exercise in continuous growth and improvement. During the post-observation meeting, demonstrate professionalism during the discussion of your peer observation report. The ECS Department acknowledges that it is not always comfortable being on the receiving end of constructive feedback and that is okay. We encourage you to continue to reflect on what it means to be a lifelong learner and how to exhibit that spirit. Here are some resources to help you learn to develop growth mindset and to be receptive of critical evaluations and constructive feedback: Please read the following resources to help prepare you for professional and civil discussion with your observer.
   a. Forbes: How To Receive Feedback And <u>Criticism</u>
   b. <u>LinkedIn: How To Accept Constructive Feedback for Growth (Without Being Defensive)</u>
   c. <u>National Library of Medicine: How to Give and Receive Feedback Effectively</u>
   d. <u>Michigan State University: Requesting and Accepting Feedback</u>
   e. <u>University of Waterloo: Receiving and Giving Effective Feedback</u>
   f. Medium: How Improving Your Receptivity To Feedback Can Supercharge Your Career: The one attitude you can't <u>succeed without</u>
8. After the post-observation meeting, you will be provided up to <u>one week</u> to review the finalized Peer Observation Report and sign it. The signature is to indicate that you met with your observer to review your report. If you do not sign the form by the end of one week period, a memo will be noted on the form indicating that you did not sign the form. The observer will submit your Peer Observation Report with or without your signature to the College and Department Chair to be placed in your PAF. You will be emailed a copy of your final Peer Observation Report.
9. You will have <u>10 days</u> to submit a rebuttal to clarify or add other information about what was observed. Your rebuttal may be submitted to the CEIS Dean and ECS Department Chair.

## GUIDELINES FOR TEMPORARY FACULTY EVALUATION

Temporary faculty evaluation is over the calendar year. Lecturers subject to an evaluation must submit a package to Interfolio by the deadline. ***You are responsible*** for ensuring you have included all the necessary evidence to complete the Periodic Evaluation. <u>If you fail to submit the necessary information, this will affect future opportunities for assignment of work through the careful consideration process</u>.

**One-year contracts and three-year contract renewals:**

**<span style="color:red">The required minimum documentation required in your Interfolio package includes all of the following:</span>**

- ✓ Current Resume or CV
- ✓ 1-2 page Philosophy of Teaching focused on teaching adult earners and addressing Cal Poly Pomona's "Learn by doing" polytechnic identity
- ✓ 2–3-page Reflective Critique of the past calendar year. This must be focused on the reflection of your experiences as an ECS instructor including teaching, student evaluation scores and your peer reviews outcomes. In this critique you must address any challenges you had and that may be documented in your other materials as well as how you plan to grow and engage in continues improvement in your teaching. This is separate from your Philosophy of Teaching document.
- ✓ Student evaluation summary reports for all courses taught during calendar year (January- December)
- ✓ A Syllabus for each course taught over the calendar year (January to December)
- ✓ Canvas screen shots detailing how hybrid and asynchronous courses are meeting requirements from all courses taught over the calendar year (January to December)
- ✓ Assignments and rubrics for all courses taught over the calendar year (January to December)

- ✓ Lecture materials (example PowerPoints, Canvas Discussions, in class activities, etc.) taught over the calendar year (January to December)
- ✓ All Peer observations forms and rubrics that were conducted on your teaching from the past calendar year (January- December)
- ✓ Documentation of professional developments you have attended over the past calendar year that is applicable to early childhood and/or teaching adults Examples include conference agendas, transcripts of continuing education directly related to ECS topics, certificates of completion, thank you emails, etc.
- ✓ Documentation of scholarship over the past calendar year. Examples include conference presentations on topics related to ECS, published papers (peer reviewed and practitioner focused), grant work.
- ✓ Documentation of service to the field and community over the past calendar year. Examples include thank you emails for conducting training for the field, advocacy work for ECE, working groups, etc.

**Initial three-year contract:**

**<span style="color:red">The required minimum documentation required in your Interfolio package includes all of the following:</span>**

- ✓ Current Resume or CV
- ✓ 1-2 page Philosophy of Teaching focused on teaching adult earners and addressing Cal Poly Pomona's "Learn by doing" polytechnic identity
- ✓ 5–6-page Reflective Critique of the prior six years of work at CPP in the ECS department. This must be focused on the reflection of your experiences as an ECS instructor including teaching, student evaluation scores and your peer reviews outcomes. In this critique you must address any challenges you had and that may be documented in your other materials as well as how you plan to grow and engage in continues improvement in your teaching. This is separate from your Philosophy of Teaching document.
- ✓ Student evaluation summary reports for all courses taught over the prior six years.
- ✓ A Syllabus for each course taught over the prior six years.
- ✓ Canvas screen shots detailing how hybrid and asynchronous courses are meeting requirements from all courses taught over the prior six years.
- ✓ Assignments and rubrics for all courses taught over the prior six years.
- ✓ Lecture materials (example PowerPoints, Canvas Discussions, in class activities, etc.) taught over the prior six years.
- ✓ All Peer observations forms and rubrics that were conducted on your teaching over the prior six years.
- ✓ Documentation of professional developments you have attended over the prior six years that is applicable to early childhood and/or teaching adults Examples include conference agendas, transcripts of continuing education directly related to ECS topics, certificates of completion, thank you emails, etc.
- ✓ Documentation of scholarship over the prior six years. Examples include conference presentations on topics related to ECS, published papers (peer reviewed and practitioner focused), grant work.
- ✓ Documentation of service to the field and community over the prior six years. Examples include thank you emails for conducting training for the field, advocacy work for ECE, working groups, etc.

Please keep in mind that evaluations completed in ECS are first and foremost meant to support lecturer faculty. Students are our priority. As an ECS instructor, you are expected to employ strengths-based perspectives and set reasonably high standards for our students. ECS graduates will be future practitioners for children from diverse and multicultural backgrounds.

Second, impartial and objective peer evaluations should be accepted as critical and constructive feedback that should not be taken personally. Observer's evaluation reports are written in an impartial, objective, and accurate manner. If the lecturer would like to rebut the observer's documentation, lecturers may write and submit a rebuttal to clarify or add other information about what was observed within 10 days.

**STUDENT EVALUATIONS**

Every department can develop its own questions for students to evaluate faculty instruction based on their program design. Because the questions can change, be sure to obtain a copy of the department's current student evaluation form. (Remember --- all student evaluations of instruction become part of your PAF). All student evaluations at CPP are online. You will receive a notification from Faculty Affairs that the evaluation invitation has been sent to the students in your class.  It is considered best practice to set aside time during a class meeting to ask students to complete the evaluations online.

# CAREFUL CONSIDERATION

**REHIRING & RAISES**

In assigning courses available to temporary faculty members, the ECS Department follows the guidelines of the current CBA. The Department begins by reviewing the annual evaluation conducted during the preceding year and reviewing application materials of all prospective new temporary faculty members. Official Personnel Action files are reviewed and the PAF Log is signed (located in the Dean's Office of the College of Education and Integrative Studies).

Careful consideration of new and additional work will respect the provisions in the CBA which occurs in the following order. Permanent, tenure-line faculty are appointed to courses according to the current CBA before Careful Consideration can begin for temporary faculty. In all cases, as part of Careful Consideration, faculty are offered the courses they have been approved to teach, based on expertise.

1. First offer work to three-year full-time appointees up to 15 units as related to their expertise
2. Next, offer work to individuals with a part-time three-year appointment, up to their entitlement
3. Next, offer work to other continuing one-year full-time appointees up to their semester entitlement.
4. Next, offer work to continuing one-year, part-time appointees, up to their entitlement.
5. If there is remaining work, offered will be made to temporary faculty who meet department criteria for teaching open courses. First to part-time 3-year contract holders, then one year contract holders. One year contract holder can be offered in any order as there is no seniority regardless of start dates.
6. Next, offer work to temporary faculty who do not have a contract nor entitlement.
7. Last, if there remains work, the department may hire new temporary faculty from the ECS Hiring Pool to fill spots.

Pursuant to the CBA, the instructional assignments of individual faculty members will be determined by the appropriate administrator after consultation with the department chair or designee and/or the individual faculty member.

**SALARY RANGE ELEVATIONS**

The CSU system salary schedule can be obtained from the Faculty Affairs office. Criteria for Range Elevation are determined by the Dean's Office as follows:

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)
- TFEC Recommendation
- Department Chair's Recommendation (if Chair is not part of the Committee)

**Movement from A to B Range**

Temporary faculty who does 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 (Service Salary Increase) in the A range and will have been employed in his/her 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 based upon temporary faculty member's

- Teaching: related course materials, innovative use of various teaching tools and strategies adapted to both the specific nature of the course and the students' multimodal learning needs,
- student engagement in and outside the classroom,
- student course assessments,
- peer reviews,
- grading standards, and
- currency in the field(s) taught—examples of which include, but are not limited to, such activities as continuing education and training relating to one's discipline; professional presentations (to the Cal Poly Pomona campus, other college or university campuses, or community organizations) relating to one's area(s) of teaching; presentation of scholarly papers related to one's area(s) of teaching at academic and professional conferences; and publication of scholarly articles, books, and/or creative work related to one's area(s) of teaching.

**Movement from B to C Range**

Temporary faculty who does 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 his/her 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, innovative use of various teaching tools and strategies adapted to both the specific nature of the course and the students' multimodal learning needs,
- student engagement in and outside the classroom,
- student course assessments,
- peer reviews,
- grading standards, and
- currency in the field(s) taught—examples of which include, but are not limited to, such activities as continuing education and training relating to one's discipline; professional presentations (to the Cal Poly Pomona campus, other college or university campuses, or community organizations) relating to one's area(s) of teaching; presentation of scholarly papers related to one's area(s) of teaching at academic and professional conferences; and publication of scholarly articles, books, and/or creative work related to one's area(s) of teaching.

**Movement from C to D Range**

Temporary faculty who does 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 his/her 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 out- standing 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, innovative use of various teaching tools and strategies adapted to both the specific nature of the course and the students' multimodal learning needs,
- student engagement in and outside the classroom,
- student course assessments,
- peer reviews,
- grading standards, and
- currency in the field(s) taught—examples of which include, but are not limited to, such activities as continuing education and training relating to one's discipline; professional presentations (to the Cal Poly Pomona campus, other college or university campuses, or community organizations) relating to the area(s) of teaching; presentation of scholarly papers related to one's area(s) of teaching at academic and professional conferences; and publication of pertinent scholarly articles, books, and/or creative work.
- Copies of Course Evaluations (minimum of 10)
- TFEC's Recommendation
- Department Chair's Recommendation (if Chair is not part of the Committee)

# APPENDIX A

## Syllabus Template



# ECS [catalog number-section (class number)]

[course title]

[Term Year, Modality (e.g., Face-to-Face, Fully Synchronous, Fully Asynchronous, Bisynchronous, Hybrid Synchronous, Hybrid Asynchronous)]

## INSTRUCTOR INFORMATION

**Name:**
Please call me Dr. or Professor [last name]
**Class Date and Time:**
**Class Location:** Building [#], Room [#] (#-###)
**Email:**
**Phone:**
**Office Hours:**
**Office Location:** Building [#], Room [#] (#-###)
**Required Fieldwork Hours:** [#] hours of observations [only applies to courses requiring fieldwork]

[* Sections and texts on the syllabus that are in Orange are optional and at the discretion of the instructor. Everything else is required and must be included in your syllabus.] Please remember to remove brackets after inserting your information and change orange font to black if you choose to use the language or section.

## Communicating with Your Professor

[Here is an optional language you can use, adapt, or discard] I welcome your questions, concerns, and conversations! Please reach out.

- **Face-to-face office hours for you:** If you need to meet with me, you are welcome to schedule office hours on [days] between [times] in [location] for in-person meetings. You are also welcome to stop by my office during scheduled office hours. However, if I am already meeting with another student, I may not be available to meet with you.
- **Zoom office hours for you:** Alternatively, you may schedule a virtual meeting with me via Zoom. Upon logging in to the Zoom meeting, you may be placed in a Zoom waiting room until you are let in if there is a person before you.
- **Email:** You may also connect with me via CCP email messages or Canvas messages. I will respond within 48 hours (about 4 days) Monday through Friday. Please feel free to resend your message in case I missed your message or did not receive it. I will post an announcement alerting you if I will be unavailable for longer periods.

# Early Childhood Studies Mission Statement

The Early Childhood Studies (ECS) program provides students with the knowledge and skills needed to make a positive difference in the lives of children from prenatal to age eight and their families. We are dedicated to fostering a student-centered, active learning environment where students take theory into practice using a social justice lens that values inclusivity and diversity and advocates for ethnic/racial, gendered, and other underrepresented individuals in society.

# Course Information

## Catalog Description
[Insert the course catalog description.]

## Prerequisites
[List the prerequisites for this course.]

## Course Learning Objectives
[Copy and paste the learning objectives listed in the course ECO (extended course outlines) that clearly describe what students will learn and be able to do upon successful completion of the course.]

## Course Structure
[Describe your course structure. Detail your course structure and expectations. See the course instruction modes that are offered at CPP.]

## Course Materials

### Required Materials
[List the materials that are required for the course including textbooks, guidebooks, and additional software. You must use the required textbook listed on the ECO. If you choose to use another resource, please contact the chair, and course lead for approval]

**Title**:
**Author**:
**Year**:
**Edition**:
**Publisher**:
**ISBN**:

The required textbooks/course materials [insert title(s) here if desired] for this class are automatically provided to all enrolled students as part of Bronco Bookstore's "**Instant Access Complete**" (IAC) Program. This program delivers students **all** their course materials for **all** their courses by the first day of classes for one flat fee of $250. Learn more about the program at Bronco Bookstore's FAQ page here: **https://www.broncobookstore.com/instant-access-complete.asp**?

Most materials are provided digitally via your **Canvas account – look for the 'Instant Access Complete' navigation tab in the navigation menu on the left side of the screen**.

(If you are using publisher proprietary courseware, add any necessary instructions for accessing that product here).

*(If this course uses a print item, add this: Print materials such as (title) used in this class still need to be picked up at the CPP Bookstore, but are included in the flat price.)

**Because course materials are provided via Instant Access Complete, you DO NOT need to buy a book or access code separately from the bookstore, publisher, or any other source. "**

The bookstore automatically emails you detailed information regarding the program – please make sure you open any messages from "**Cal Poly Pomona Bookstore [no-reply@verbasoftware.com](mailto:no-reply@verbasoftware.com).**" You may need to check your Junk folder.

For support or to ask questions about the program, contact the bookstore by email at **[FDNIA@CPP.EDU](mailto:FDNIA@CPP.EDU).** It is helpful to include your Bronco ID# and screenshots of any issues.

## Opting Out of Instant Access Complete

You <u>may</u> opt out of the Instant Access Complete program at any point up to the deadline (the end of the drop/add period) if you want to acquire all your materials by other means. However, this will opt you out of receiving all your required materials, not just the materials for this course, so think carefully before deciding.

To opt out, click on the 'Want to Opt Out' button on your course materials page in Canvas.

If you opt out, you can still access your digital materials through the last day to opt out/in. <u>But after that deadline passes you will give up access to these materials through Canvas</u>. You are then responsible for obtaining the materials you need on your own.

Once you opt out, the IAC e-books charge is automatically reversed on your student account the following business day. If you made a payment on that charge already it will be <u>refunded to your payment method after the end of drop/add</u>. "

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


# Students' Obligations

## Technical Requirements: Hardware and Software
To participate successfully in this course, you MUST have ample access to a computer and internet. Additional hardware may be necessary to succeed in this course (e.g., microphone, speaker, web camera, headphones, hot spot, etc.). Please visit the CPP University Library to learn more about the Tech Lending Program.

You will need to have an up-to-date web browser, operating system, and some additional software on your computer to succeed in this class. Visit the ITS Student Services page for software information. Some of the documents in this course will be available to you in PDF (Portable Document Format) form. Please download and install Adobe Acrobat Reader software on your computer to read PDFs, if you have not already done so.

## Technical Skills
You are expected to have basic computer knowledge and skills including, but not limited to:

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

- Navigating and using Canvas

## Technology Privacy and Security

- [Online privacy notice](#)
- [University library privacy policy](#)

## Student Resources

If you are having trouble understanding course materials, it is your responsibility to seek help by contacting me or using university academic services, such as those listed below.

- [Broncos Care Basic Needs](#): Our campus has a wide variety of resources to help students facing food and housing insecurity, as well as other basic needs concerns.
- [Student Health and Wellbeing](#): Your overall well-being is important for you to be successful. This website leads you to many student services including Counseling, [Health Services](#), the Survivor Advocacy, and the [Bronco Wellness Center](#).
- [Centers for Transformation, Retention, Equity and Empowerment (TREE)](#) (formerly Office of Student Life and Cultural Centers): Explore a variety of cultural centers, resources, and events that will help you connect with others at CPP.
- [Disability Resource Center](#): Explore resources that can help you obtain equal access and educational accommodations.
- [Veterans Resource Center](#): Explore various veteran resources offered at CPP.
- [Information Technology & Institutional Planning](#): Student resources for technical support (including zoom and other software support)
- [Learning Resource Center](#): For academic skills coaching, subject tutoring, supplemental instruction, and the writing center.
- [Parenting Student Support Services](#): Explore on and off-campus resources for you and your children. The Early Childhood Studies Department is also a family-friendly department that strives to create a welcoming environment for CPP parenting students. See our [course policy on parenting students](#).

## What you can expect from me
- [include your expectations]

## What you can give this class
- [include your expectations]

## Classroom Etiquette and 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. Etiquette is a collection of behaviors that help create a safe and cordial space for the sharing of ideas. For this course, you are asked to follow these basic guidelines:

- When writing an email to me, including the class name and section, along with a description, in the subject line. For example, **ECS 3100.01** RE: **Lesson Plan.**

- Use a signature with your full name at the end of your emails.
- I know it is tempting but try to avoid sending angry messages, known as "flaming."
- Be sensitive to all cultural and linguistic backgrounds, as well as different political and religious beliefs.
- Respect different views and opinions. Personal attacks will not be tolerated and will be called out.

You can read more about the rules of netiquette at Netiquette Guidelines and Netiquette: Ground Rules for Online Discussions. Here is a guide

- Be aware of your tone and avoid sentences typed in all caps – it implies online "screaming" or "shouting."
- Avoid sending angry messages known as "flaming."
- Avoid using 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 judgement when composing responses to your classmates and professor.
- 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 posting it into an online submission prompt.

# University Policies

## Mandated Reporting

I am a mandated reporter.  Please be aware that any information you choose to disclose to me (or in the classroom where we might overhear) about abuse, neglect, or sexual assault I must report. We want our students to feel safe coming to us with issues they are having while also being transparent about our ethical and legal responsibilities as a mandated reporter. Keep in mind I can also always support you in finding resources and others who can be completely confidential should you wish to talk about a trauma or crisis without reporting it to the criminal justice system. You do not have to tell me about your trauma, but that there is trauma, for me to help.

## Academic Integrity

The University is committed to maintaining academic integrity throughout the university community. Academic dishonesty is a serious offense that can diminish the quality of scholarship, the academic environment, the academic reputation, and the quality of a Cal Poly Pomona degree. Plagiarism is a very serious issue and thus all incidents of plagiarism will be reported to the Office of Judicial Affairs. Familiarize yourself with the types of plagiarism and the ways to Avoid Plagiarism.

If plagiarism is suspected, we will contact you for a meeting to discuss my concerns and a recompense will be decided together. This could be a report on how to avoid plagiarism in the future, a failing grade on an assignment, or an alternative assignment. Please see CPP's Academic Integrity Policy and Student Conduct Code for more information.

Integrity and ethical behavior are central to a positive professional identity. I understand that pressure can be severe for students, and it is tempting to take shortcuts. However, do not make academic dishonesty one of those shortcuts. Instead, talk to me and let us figure out what resources and support you need to succeed.

## Policy and Proper Use of Artificial Intelligence (AI)

You are welcome to use different forms of AI to augment your learning, not to replace it. It is important that you use AI responsibly and ethically. There are AI-based writing assistants (e.g., Grammarly, MS Editor, Google Translate, etc.) and generative AI or GenAI (e.g., Grammarly generative AI features or GrammarlyGo, ChatGPT, Iris.ai, SciSummary, DALL-E 2, etc.)

If you do use GenAI, you must cite the source of the information in a footnote or reference page on your assignment. However, you must also be aware of some of the downsides of using GenAI. Here are some tips for properly using AI:

1. **Be aware** of the potential risks of AI. AI can be used to spread misinformation and discriminate against certain groups of people. It is important to be aware of these risks and to use AI in a way that minimizes them.
   a. AI does not "think" and therefore may not be 100% accurate. It crowdsources information from multiple human repositories of information. Therefore, information may be biased, outdated, made up, and just plain out of step with the current scientific community. Critically evaluate the accuracy, reliability, and bias of AI-generated content.
2. **Be transparent** about your use of AI. If you are using AI to help you with your assignments, be sure to let your instructor know. This will help to ensure that your work is original and **that you are not plagiarizing**.
3. Use AI to **augment your learning, not replace it**. AI can be a valuable tool for learning, but it is not a substitute for human knowledge and understanding. Use AI to help you learn new things (e.g., correct grammar, how to write, new vocabulary, etc.) but be sure to do your research and analysis as well.
   a. You will still need skills to get through life (outside of GenAI). Seriously consider which skills you will need (e.g., critical thinking, creativity, personal communication) once you enter the work force or graduate school. You are paying good money to attend college; Are you getting these skills when you rely upon GenAI?
4. You will also use AI tools such as Turnitin or Grammarly to **empower you to do your best, original work**. Turnitin may detect papers produced by GenAI. If there is detection, I will decide how best to support you in navigating how to correctly and properly use GenAI to your benefit, rather than a means to surveil you. I also understand results from Turnitin may be false positives or false negatives and will respond through scaffolding to support your learning.

# Attendance, Assignments, and Grading Policy

## Attendance

[Explain the breakdown of points for all graded components. Include information on percentages and weights and their relationship to letter grades. Explain the criteria 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?]

## Assignments

[List and briefly describe the assignments for this course. Assignment instructions and rubrics can be provided in Canvas]

## Late Submissions

[Explain your late submission policy. How late will assignments be accepted and how many points or percentage will be deducted?]

## 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.]

## Grading Criteria

[Explain the breakdown of points for all graded components. Include information on percentages and weights and their relationship to letter grades. Explain the criteria 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?]

## Grading Scale

| Percentage | Letter Grade | Percentage | Letter Grade | Percentage | Letter Grade | Percentage | Letter Grade |
|---|---|---|---|---|---|---|---|
| 94 – 100 | A | 84 – 87 | B | 74 – 77 | C | 64 – 67 | D |
| 90 – 93 | A- | 80 – 83 | B- | 70 – 73 | C- | 60 – 63 | D- |
| 88 – 89 | B+ | 78 – 79 | C+ | 68 – 69 | D+ | 59 or below | F |

## Course Calendar

[Must include the week, date, topic, readings, and assignments (please see the example below)]

| Weekly Topics & Assignments Pacing Guide | | | | |
|---|---|---|---|---|
| Week | Date | Topic | Readings Due | Assignments Due |
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# APPENDIX B

## REAPPOINTMENT OF TEMPORARY FACULTY

**Peer Review requirement**

Temporary faculty without entitlement in the department will have one course they teach peer-reviewed during the first semester of employment. If found satisfactory, the potential to be rehired the following semester is secure, though not guaranteed. The temporary faculty will also be reviewed during the second semester of employment, for a total of two peer-reviews over the first two semesters of employment. Thereafter, temporary faculty who have satisfactory peer reviews during the prior evaluation cycle will have one-course peer-reviewed each calendar year, per university policy. Temporary faculty who has an unsatisfactory peer review will have two peer reviews, one each semester, over the next cycle, one in the fall, and one in the spring terms.

The Early Childhood Studies' Temporary Faculty Evaluation Committee (TFEC) will annually evaluate all temporary faculty during the Spring semester, using the TFEC Evaluation form. The evaluation period follows the calendar year, so the Spring semester of the prior academic year and the Fall semester of the current academic year. This written evaluation will be submitted to Interfolio and signed by the TFEC Committee Chair, the Department Chair, and the temporary faculty member, and is due to the Dean's Office of the College of Education and Integrative Studies Temporary faculty must submit their Assessment Portfolio to Interfolio, which addresses the six criteria below. Due dates for temporary faculty's Interfolio evidence are listed on the Temporary Faculty Evaluation Calendar located on the Faculty Affairs Lecturer Periodic Evaluation web page. Meeting the posted due dates is the responsibility of the temporary faculty. Instructions for uploading and submitting items to your Interfolio case are also located on this web page. Failure to meet the deadlines listed on the web page for Temporary Faculty Evaluation, or failure to include all required documents (detailed below) may impact your ability to be rehired for subsequent semesters.

1. **Teaching-related course materials** (including innovative use of various teaching tools and strategies adapted to both the specific nature of the course and the students' multimodal learning needs):
   a. **Required evidence uploaded to Interfolio**
      i. A copy of the syllabus from each course taught
      ii. A 1–2-page teaching philosophy document
      iii. A 1–2-page student success statement
2. **Student engagement in and outside the classroom** (as evidenced by pedagogical assignments, activities, and experiences that foster enhanced student participation and involvement):
   a. **Required evidence uploaded to Interfolio**
      i. Two student assignments from each course taught
      ii. If face-to-face and/or synchronous, two daily class agendas
      iii. If asynchronous, copies of at least two online discussion boards
3. **Student evaluation of teaching**, requires a pattern where most of the scores fall between 1.00 and 2.00 (on the department's student course evaluation form) to be considered "satisfactory." A pattern of scores higher than 2.0 will be considered unsatisfactory. For lecturers, it is expected that ratings will improve after the first time teaching the course, with a score of 1.00-1.49 would be judged as "outstanding," 1.50-1.99 score as "satisfactory," and a score of 2.00 and above seen as "unsatisfactory:"
   a. **Required evidence uploaded to Interfolio**
   b. All copies of CPP ECS course student evaluation responses and summary reports
4. **Peer reviews**, one per year by a tenure-line faculty member, reported on the ECS Temporary Peer Review Form:
   a. Required evidence uploaded to Interfolio
      i. All signed peer review forms and rubrics
5. **Grading standards** that conform to departmental norms, where ECS students must receive a C to pass the class (Note: All lecturers are responsible for posting their final student grades by the scheduled due date. According

to the University policy, failure to submit final grades in a timely fashion would require both the dean's and provost's signature before late posting and could constitute unsatisfactory performance if determined by the chair that the reason for the error was negligence of duties):

    a. **Required evidence uploaded to Interfolio**

        i. Two copies of graded assignments for each course taught, including faculty feedback given to students, with rubrics if used

        ii. For faculty teaching courses with NAEYC Key Assessments (ECS 4100, ECS 3400, ECS 4010, ECS 3300), two examples of student-completed key assessments and evaluation rubrics *for each section of the course* containing the assessment is required.

6. **Currency in the field(s) taught**, examples of which include, but are not limited to, such activities as continuing education and training relating to one's discipline; professional presentations (to the Cal Poly Pomona campus, other college or university campuses, or community organizations) relating to one's area(s) of teaching; presentation of scholarly papers related to one's area(s) of teaching at academic and professional conferences; and publication of scholarly articles, books, and/or creative work related to one's area(s) of teaching:

    a. **Required evidence uploaded to Interfolio**

        i. Current CV or Resume

        ii. Current college transcript

        iii. 1–2-page self-evaluation narrative addressing your work over the calendar year (separate from the teaching philosophy document)

        iv. For scholarly work, copies of manuscript, scholarly presentation programs

        v. For any professional development, programs, emails, etc. detailing the presenter, topic of PD, and date attended

Temporary faculty eligible for an initial or subsequent 3-year appointment shall be evaluated in the 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.

## Interfolio Checklist (Calendar year Spring to Fall)

❑ Resume/CV
- o Include education (highest degree), work experience, professional development, organizations etc.

❑ Self-Narrative (2 parts)
- o Part 1 (1-2 pages): Include a separate section on your teaching philosophy
- o Part 2 (1-2 pages): Reflects on the year's work at CPP (what are your strengths and areas of improvement based on peer observations, student evaluations (specific items with high scores), and self-reflection). What have you done this past year to grow as an educator for Early Childhood Studies students (training, webinars, etc.)?

❑ Student Evaluations
- o Upload all evaluations from Spring to Fall
- o For a 3 year-contract (6-years) upload all evaluations

❑ Peer Observation
- o Upload the peer observation (you need a minimum of 1 a year)
- o For 3-year contract upload all observations

❑ Faculty Evaluation Criteria document
- o This is the Lecturer Temporary Faculty Handbook for period of review that is emailed to you at the bigging of the semester.

❑ Supplemental documentation

- Copy of syllabus for each course taught.
- Two class agendas for each course
- For scholarly work listed on CV make sure to include copies of manuscript, scholarly presentation, programs etc.
- For Professional development (PD) listed on your CV include evidence of taking part of the PD (emails, agenda, etc.)

# APPENDIX C

## QUESTIONS ON INSTRUCTIONAL ASSESSMENTS (STUDENT EVALUATIONS)

Because the questions can change from time to time, be sure to obtain a copy of the department's current student evaluation form from the ECS Administrative Support Coordinator. The form will be available no later than 14 days after the beginning of classes for a specific term.

# APPENDIX D

(All Modalities – Face-to-Face, Hybrid, Synchronous, and Asynchronous Classes)

# Temporary Faculty Peer Observation Report

**Instructor's Name**:                                        **Observer's Name**:

**Instructor's Position**:

**Date(s) and Time of Pre-Observation Arrangements:**

**Couse Observed**:

**Date and Time of Observation:**

**Observer Notes**:

**Date & Time of Post-Observation Conference**:

**Peer rating (circle one)**:                    Satisfactory                         Unsatisfactory

**Instructor's Signature**                                   **Observer's Signature**

_____                      _____

| 1. **Planning & Instruction: Understanding & Organizing Subject Matter for Student Learning** | **Outstanding** | **Satisfactory** | **Unsatisfactory** |
|---|---|---|---|
| *Exhibits in-depth working knowledge of subject matter.* | Demonstrates expert knowledge of the subject | Demonstrates strong knowledge of the subject | Has little to moderate familiarity with the subject and how to teach it. Expertise in subject matter is questionable. |
| *Organizes curriculum to facilitate student understanding of the subject matter based on departmental curricular goals and core values, including anti-racist pedagogy and supporting multilingual learners.* | Has a clear, detailed plan for course instruction tightly aligned to ECS course outline (ECO), program curricular goals, and departmental values to facilitate deep student learning that employs Anti-racist pedagogy and supports multilingual learners | Plans instruction generally aligned with the ECS course outline (ECO), program's goals, and departmental values to facilitate student learning that embody anti-racist pedagogy and supports multilingual learners. | Plans lesson by lesson and has little familiarity with ECS curricular goals, and does little to prepare students for learning through anti-racist lens and in support of multilingual learners. |
| *Utilizes instructional strategies that are anti-racist, anti-bias and appropriate to the subject matter.* | Teaches to bridge theory and research to practice, big ideas, essential questions, knowledge, skills, and learning transfer appropriate to the subject.<br><br>Includes inclusive content (readings, assignments, etc) that teaches about systemic societal inequities, diverse perspectives, and fosters critical thinking<br>Utilizes multiple and varied effective instructional strategies in intentional and meaningful ways to engage students in experiential learning.<br><br>Uses a variety of effective methods to check for understanding; immediately addresses confusion and clarifies. | Teaches using theory to practice, big ideas, essential questions, knowledge, and/or skills appropriate to the subject.<br><br>Uses multiple and varied effective instructional practices to engage student in active learning | Teaches on an ad hoc basis with little consideration for long-range curricular goals appropriate to the subject.<br><br>Effective instructional practices is rarely used or used in limited ways with unclear intentions and purpose<br><br>Instructional content lacks diversity, inclusivity, or discussions of cultural inequities |
| *Monitors student learning and provides clarification.* | | Frequently and/or appropriately checks for understanding and gives students helpful | Rarely checks for understanding, if at all. |

| | | | |
|---|---|---|---|
| | | information if they seem confused. | |

| 2. **Equity & Engagement: Engaging and Supporting All Students in Learning** | **Outstanding** | **Satisfactory** | **Unsatisfactory** |
|---|---|---|---|
| *Provides opportunities for students to make meaningful learning connections to their backgrounds and prior knowledge.* | Students are purposefully and frequently connecting meaningful learning to their backgrounds and prior knowledge. | Students often make meaningful learning connections to their backgrounds and/or prior knowledge. | Students rarely make meaningful learning connections to their backgrounds and/or prior knowledge, if at all. |
| *Uses a variety of instructional strategies and resources, including technology, to meet students' diverse learning needs that are appropriate for the course instructional modality (in-person, hybrid, synchronous, asynchronous)* | Intentionally and effectively uses a variety of instructional strategies and resources, including technology, to support student learning and engagement for all students throughout the lesson and for the appropriate course instructional modality. Class time is used efficiently. | Uses several instructional strategies and resources, including technology, to support student learning and engagement for most students throughout the lesson and for the appropriate course instructional modality. Class time is productive and lively. | Rarely include strategies to support student learning and may be inappropriate for the course instructional modality; class time is used inefficiently; students are disengaged or inattentive. |
| *Promotes critical thinking through inquiry, problem solving, and/or reflection.* | Purposefully and effectively promotes critical thinking through problem solving, inquiry, and/or reflection to drive instruction. | Promotes problem solving, inquiry, and/or reflection. | Provides little or no evidence of problem-solving, inquiry, or reflection. |

| 3. **Environment: Creating and Maintaining Conducive Environments for Student Learning** | **Outstanding** | **Satisfactory** | **Unsatisfactory** |
|---|---|---|---|
| *Promotes a caring community where mutual respect and fair treatment is evident.* | Shows warmth, caring, respect, and fairness for all students and builds strong relationships. | Is fair and respectful toward students and builds positive relationships. | Rapport among students and instructor appears biased, cold, harsh, unfair, and/or disrespectful. |

| | | | |
|---|---|---|---|
| *Creates a physical or virtual learning environment that respects diverse perspectives and encourages constructive interactions.* | Creates a learning environment that routinely promotes diverse perspectives and constructive interactions. | Creates a learning environment that promotes some diverse perspectives and constructive interactions. | Rarely elicits constructive interactions, if at all. |
| *Develops, communicates, and maintains high standards for professional individual and group conduct.* | Directly, specifically, and consistently communicates, models, and enforces professional conduct. | Clearly communicates, models, and consistently enforces high standards for professional conduct. | Rarely communicates, model, or enforce standards for professional conduct, if at all. |

*Ratings at Satisfactory and above are considered meeting the department requirements for teaching.