Lecturer/Temporary Faculty Handbook

Early Childhood Studies
2024 Calendar Year

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WELCOME!

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

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

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

INTRODUCTIONS

CEIS Administration	Role	Bronco Name	Phone
Jenelle S. Pitt-Parker, Ph.D.	Dean	jspittparker	X2312
Neilan Chaturvedi, Ph.D.	Interim Associate Dean	nschaturvedi	X3884
Stephanie Rascon	Assistant to the Dean	srascon	X2307
Zeida Garcia	Budget Analyst Faculty Contracts	zmgarcia	X2305

Department Administrative Support Coordinator

Every department has an Administrative Support Coordinator (ASC). Meet the ASC for 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.

Stephanie Cheung	ECS Department Coordinator	scheung2	X3153

The department ASC is in charge of 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 Full-Time 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	X2671
Giselle Navarro-Cruz, Ph.D.	ECS Department Associate Chair & Associate Professor	gnavarrocruz	X5024
Eden Haywood-Bird, Ph.D.	Associate Professor	ehaywoodbird	X2579
Soon Young Jang, Ph.D.	Assistant Professor	sjang	
Michelle DeJohnette, Ph.D.	Assistant Professor	mdejohnette	X5492
Marisol Diaz, Ph.D.	Assistant Professor	marisoldiaz1	
Kheng Ly-Hoang, Ed.D.	Assistant Professor	khengly	X2646

The department website has a list of the faculty members and contact information for the department (https://www.cpp.edu/~ceis/early-childhood-studies/faculty/ECS%20Faculty.shtml). 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/
Ethnic and Women's Studies (EWS)	www.cpp.edu/~ceis/ethnic-womens-studies
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 mentoring into our department's mission, vision, core values, and goals. The ASC and department chair are primary resources. The university also provides new lecturer orientation prior to the first week. Contact Victoria Bhavsar, Ph.D. Director, Faculty Center for Professional Development and the eLearning team by phone 909-869-4640 or email vbhavsar@cpp.edu for more information about this event or others like it.

☐ Classes that you have the potential to teach will be provided in writing by the department chair at the time of initial hire. This list will be based on the degrees earned, demonstrated areas of scholarly expertise, and teaching experience. The tenure-line faculty members will review your application materials to make this determination. This list will be kept in the ECS department and your Personnel Action File (PAF).

☐ Through additional education and teaching experience, you may become qualified to teach other courses. The chair, in consultation with the department tenure/tenure track faculty, will determine if and when other courses may be added to the list.

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

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

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

PARKING

For your first semester, a parking pass may be purchased at the Cashier's Office in the CLA Building (98). For subsequent terms, passes may be purchased online at www.cpp.edu/~parking/.

ADMINISTRATIVE – POLICIES AND PROCEDURES

CANVAS

The university's learning management system is Canvas. Course readings and other materials should be made available to students through Canvas Bb is accessed through the students' CPP portal or link to: https://canvas.cpp.edu/ It can also be accessed through the Cal Poly Pomona Mobile app. It is expected that you will familiarize yourself with this online environment before teaching. Use the online tutorials or contact eLearning or the Faculty Center for assistance. Many of your department faculty members can mentor you in the use of Canvas. Please contact the department chair for further information.

BRONCO DIRECT

☐ Make sure you understand how to use Bronco Direct for accessing information about your appointment, personnel information, and absences as well as for class rosters, and grades.

☐ Make sure you understand how to enter your final grades using Bronco Direct. Check the CPP 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.

☐ If you do not get your grades by the final date/time, you will have to manually complete a change of grade form for each student in your class--a laborious process. You will also need a memo signed by the department chair and the dean providing a rationale as to why your grades are late. *Please do not be late with your grades.* Timeliness in grading is a serious matter to the university; tardiness in fulfilling this responsibility often results in extensive administrative time, student complaints, and can influence student financial aid eligibility.

☐ Please see the department Administrative Support Coordinator for help with questions

related to the use of Bronco Direct.

CHECKOUT PROCESS

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

CLASS CANCELLATIONS
Refer to the DAYS NOT TEACHING section.

CLASS FIELD TRIPS

□   Class field trips must be approved by the Department Chair at least one (1) week before the trip.

□   An "Authorization to Travel" form must be completed and submitted to the department office five (5) working days prior to the trip. (Review the travel information online at the HR website)

□   There are additional policies and procedures related to field trips that are required by the university. For the most current guidelines and checklist, consult well in advance of your field trip.

COMMUNICATION

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

□   Your Cal Poly Pomona email address is the university's primary and official form of communication with faculty, staff, and students. You are expected to receive and send email through your "…@cpp.edu" address, which may be forwarded, if desired, to a personal email account. No department, college or other university communication will be sent to other email accounts. Faculty members are also expected to monitor voicemail at their assigned telephone number, if provided.

DAYS NOT TEACHING

CAMPUS HOLIDAYS
A list of official holidays for the current academic year is located on the Academic Affairs section of CPP's web site. A hard copy may be obtained from the Office of Human Resources.

SICK DAYS/EMERGENCIES

☐ If you are ill, you can cancel your class and take sick time (if available). If you are canceling a class because of illness, you must 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 that drive a long distance to school will appreciate any advance notice.

☐ After emailing the ASC, you must also Send an email to ceisabsences@cpp.edu to report your absence and copying your department chair.

☐ In all cases, the Chair must be notified when you are not conducting class or having office hours, and if you miss the entire day, you must report the day as an absence on the employee absence site accessed through Bronco Direct Employee Center.

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 and still send an email to ceisabsences@cpp.edu to report your absence, copying your department chair and department ASC.

DISCIPLINE AND OTHER IN-CLASS PROBLEMS

If you have any problems with student behavior, there are resources on campus to assist you. **As your first step, please see, 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 your phone for one touch emergency use. 911 calls from cell phones are routed to the CHP, delaying response time.

- ✓ **Anonymous Tip Line**: (909) 869-3399

- ✓ **Email**: police@cpp.edu

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

EQUIPMENT

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

☐ If you bring your own laptop, the standard projection connector is provided; PC computers generally do not require an adapter. If you are bringing your own Mac, remember to bring the appropriate adaptor for your machine.

☐ If your class is held in a classroom without computer or video equipment and you require the equipment for a specific day/project or for the entire quarter, you must complete a "Media Request Form." The form is available online at https://www.cpp.edu/~mediavision/request-a-service.shtml. The ASC can assist with this request.

☐ If your media needs are for a special situation, the Media Request Form must be submitted to the Media Services as soon as possible in order to make arrangements. Please consult your department Administrative Support Coordinator for assistance.

☐ Technology assistance is available to faculty from the **Help Desk (909) 869-6776**. Additional assistance can be obtained by using the eHelp service on the CPP website (https://cpp.service-now.com/ehelp?id=ehelp_index).

EXAM WEEK

☐ Mid‑‑‑term examinations are optional. However, in‑‑‑class final meeting must be held during finals week of *each* semester.

☐ Faculty members may reschedule final exams only with permission of the Chair.

☐ The University prefers that "no Final," or take-home Final Exams, be given for upper division courses only. Lower division courses should have in‑‑‑class exams.

- ☐ In all cases, faculty members must be either in the classroom or in their office to receive take---home exams during the timeframe set for the final exam. Instructors who are not on campus in the classroom or office on the day of the final are required to contact the Administrative Support Coordinator about taking a sick day, personal day, or forfeit pay for that day.

- ☐ Time modules for are to be strictly adhered to according to thecurrent semester class schedule. Final exam schedules are available online.

INCOMPLETE GRADES

You are not required to offer students the option of an "Incomplete" in a course. A grade of Incomplete (I) can be offered when *the student 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 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'.

KEYS

- ☐ Once your contract is signed and submitted, appropriate keys will be ordered for you.

- ☐ When the keys are ready, go to Human Resources between 8 a.m. and 5 p.m. during the academic year for pickup.

- ☐ You must present a valid I.D. in order to receive your keys.

- ☐ If you are issued a classroom key, it must be returned at the end of each semester.

- ☐ All Faculty members are solely responsible for the keys that are issued to them.

OFFICE HOURS AND DEPARTMENT MEETINGS

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

☐ Lecturer faculty are required to 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).

☐ Please select office hours that are convenient for your students. Lecturer faculty members often select hours that are either before or after the course they teach as students can more often meet those hours than hours set on another day. Be mindful that this approach may not work 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 Administrative Support Coordinator before the end of the first week of each semester. It is preferable to have hours determined and posted before the first day of class.

☐ A notice will be posted on the bulletin board outside of your office noting your class(es) and office hours (you are not expected to post outside your office if campus is closed due to emergency situations such as a pandemic) and on the Early Childhood Studies website.

☐ If you are going to miss your scheduled office hours, please notify your Academic Support Coordinator and arrange for a make-‑-up session, if possible. A note must be posted outside your door (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 blackboard site if you are going to miss office hours. Your ASC will help you with the posting of the sign, if notified with enough time to do so.

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 isso 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, pleasedo 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.

☐ 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 able to be changed. The department ASC will order you a desk copy of all textbooks required for your course(s).

TEACHING

STUDENT ENROLLMENT

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

However, there are special circumstances that arise:

ADDING STUDENTS

Classroom enrollments are generally determined by classroom size or pedagogy. You are not required to exceed your department's specified enrollment cap. Adding students to a class is done by the student requesting the ECS Administrative Support Coordinator to be added. If the class exceeds the original enrollment cap, the chair or chair designee will reach out to the class instructor to discuss increasing the enrollment cap before doing so. Only if the faculty agrees will students from the waitlist be added to the course. Please do not tell students they can enroll in your course, often there is another section that is under-enrolled that must be filled before the waitlist can be addressed

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.

STUDENT LEARNING OUTCOMES

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

If you need assistance, please contact your department chair. Also note that the campus Faculty Center has many workshops and support for faculty to improve instruction and assessment.

SYLLABUS

The syllabus is your contract with students. Your syllabus must be based on the Extended

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

The Academic Senate has approved minimum expectations for the contents of a syllabus. Departments may have additional policy statements and requirements keyed to the pedagogy or department program. Consult your department chair or faculty mentor for additional specific items and see Appendix A for a sample ECS syllabus template. Below is the general list of required items.

At the top of the first page:
- □ Class number, course number and course name
- □ Note the semester taught (e.g.: Fall 2019)
- □ Your name
- □ Day and time of class
- □ Your office number (e.g.: 94---363), office telephone number and your e---mail address
- □ Your office Hour(s) – day and time(s)
- □ Catalog course description
- □ Student Learning Outcomes
- □ Required Text(s)
- □ Recommended texts on subject matter
- □ Course requirements and/or expectations (include attendance and prompt arrival if you plan to penalize students for missing class or late attendance)
- □ Modes of evaluation – Please include the relative weights of all assignments to ensure that students understand how grades will be determined.
- □ Penalties for tardy submissions
- □ Plagiarism statement

- □ Grading scale Assignments – in chronological order
- □ Schedule of topics and readings
- □ Mid---term (if any) and Final examination (give date(s)/time)

FACULTY EVALUATION

DEFINITION – Personnel Action File (PAF)

[Article 11 --- Personnel Files of the Collective Bargaining Agreement (CBA)] As a Cal Poly Pomona employee, your Personnel Action File (PAF) is kept in the Dean's Office. This file

contains all information provided during your hiring process as well as any information that may be relevant to personnel recommendations or personnel actions. Only the official Personnel Action File may be used as the basis of personnel actions.

- □ You have the right to submit material to your PAF. Be aware that departments may ask you to submit documents to your PAF as part of the evaluation process.
- □ You have the right to submit a written rebuttal to any material in your PAF or scheduled to be placed in your PAF after notification.
- □ Any material identified by source may be placed in the Personnel Action File. Identification must include the author, the committee, the campus office, or the name of the officially authorized body generating the material.
- □ You must be notified of the placement of any material in your Personnel Action File that your chair or the dean considers to be 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 Personnel Action File, exclusive of pre---employment materials. You may have access to pre-employment materials in instances in which the materials are used in subsequent personnel actions other than appointments. You may request an appointment for the purpose of reviewing your PAF.

Working Personal Action File
During the time of periodic evaluation and performance review a Working Personnel Action File (WPAF), which includes all information, materials, recommendations, responses and rebuttals, will be incorporated by reference into the Personnel Action File. 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 Working Personnel Action File. It must be stressed that all required documents must be included in your Interfolio

PROCESS FOR DEPARTMENT REVIEWS

Each consecutive year, the department's Temporary Faculty Evaluation Committee (TFEC) will conduct an **annual review** of your work based on 6 required criteria:

(1)   Teaching-related course materials
(2)   Student engagement in and outside the classroom
(3)   Student evaluation of teaching
(4)   Peer reviews
(5)   Grading standards that conform to departmental norms
(6)   Currency in the field(s) taught

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.

Written student comments, complaints, concerns, and recommendations, which are signed, dated, and accompanied by Bronco Student ID 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 Bronco Student ID number included. Without the required information, the information cannot be included.

Initial 3-year contract
Temporary faculty eligible for an initial or subsequent 3-year appointment shall be evaluated in the final year of the 3-year appointment, which would be the academic year preceding the issuance of a subsequent 3-year appointment. This periodic evaluation shall consider the faculty unit employee's cumulative **work performed during the entire 6-year qualifying period for the initial 3-year appointment.** Thereafter, the periodic review will be based upon the cumulative 3-year performance, 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 an initial or 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.

The Periodic Evaluation is completed by a Temporary Faculty Evaluation Committee made up of at least two tenured/tenure-track, full-time faculty members appointed by the Department Chair. The Department Chair may serve on the committee or write a separate recommendation. **Full-time lecturers 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 2021 for calendar year 2020 which includes Spring 2020 and Fall 2020. 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 Personnel Action File (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.

GUIDELINES FOR EVALUATION

Temporary faculty evaluation is over the calendar year, not the academic year. lecturer who is subject to an evaluation should submit a package to Interfolio by the deadline. This means peer reviews should be completed prior to the deadline. *You are responsible* for ensuring you have included all the necessary evidence to complete the Periodic Evaluation. If you fail to submit the necessary information, this will affect future opportunities for assignment of work through the careful consideration process.

Each department has its own document governing the evaluation of temporary faculty. You

will receive a copy of this document within the 14 days of the beginning of classes for the first term you teach in an academic year. If you have not received a copy, please consult your department chair.

STUDENT EVALUATIONS

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

REHIRING & RAISES

CAREFUL CONSIDERATION

In assigning courses available to temporary faculty members, the Early Childhood Studies 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). The Order of Assignment for offering work per the CBA will be followed. Careful consideration will be exercised on the basis of several factors, including the six evaluation criteria listed above under Reappointment of Temporary Faculty, as well the Temporary Faculty member's depth of experience (i.e., accumulated WTUs).

Careful consideration for new and additional work will respect the provisions in the CBA which occurs in the following order. Permanent, tenured and tenure-track 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.

First offer work to three---year full---time appointees who are qualified to teach the course pursuant to provisions
1. Next, offer work to other continuing one---year full---time appointees.

2. Next, offer work to individuals with a part-time three---year appointment, up to their entitlement

3. Next, offer work to continuing one---year) part---time appointees. up to their time base entitlement.

4. Next, pursuant to provision 12.7, give careful consideration to all part---time and full---time temporary faculty members who are qualified to teach the course with no appointments who were employed during the current or immediate past academic year. Temporary faculty in this group may be appointed in any order. Full---time and part---time

temporary faculty with no provision 12.3 appointment rights can be appointed to any time base and for any academic term(s). If a decision is made not to reappoint temporary faculty in this category, the work previously performed by these faculty (if it continues to exist) shall be considered "new or additional" and assigned according to the order set forth in Paragraph 8 below.

5. Next, assign any remaining temporary work to temporary employees as "new or additional" work in the following order: First, offer work to part-‐time temporary faculty unit employees holding a three-‐year appointment up to and including a 1.0-time base. In the event the department has a need to assign work for which a temporary part-‐time faculty unit employee with a one-‐year appointment is objectively determined to be demonstrably better qualified, the one-‐year appointee may be assigned the work.

6. Next offer work to part-time temporary faculty unit employees holding a one-‐year appointment up to and including a 1.0-time base.

7. Last, offer work to any other qualified candidate.

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 RangeElevation are determined by the department tenured and tenure-‐track faculty and are provided in writing to lecturers at the time of their initial appointment.

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 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, including innovative use of various teaching tools adapted to both the specific nature of the course and the students' different learning styles,
- student engagement in and outside the classroom,
- student course assessments,
- peer reviews,
- grading standards, 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, including innovative use of various teaching tools adapted to both the specific nature of the course and the students' different learning styles,
- student engagement in and outside the classroom,
- student course assessments,
- peer reviews,
- grading standards, 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, including innovative use of various teaching tools adapted to both the specific nature of the course and the students' different learning styles,
- student engagement in and outside the classroom,
- student course assessments,
- peer reviews,
- grading standards, 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

CalPolyPomona

[ECS catalog number-section (class number)]

[course title]
[Term Year Mode]
Instructor Information

Name:
You are welcome to call me Dr. or Professor [last name].
Office Location: Building [#], Room [#] (#-###)
Office Hours:
Email:
Phone:
Class Date and Time:
Class Location: Building [#], Room [#] (#-###)
Required Fieldwork Hours: 10 hours of observations

Getting in touch & seeking help
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. 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 send me CCP email messages or Canvas messages. I will respond within 48 hours 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 program provides students 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
[You may copy and paste the learning objectives listed in the course ECO or Insert a list measurable course learning objectives or competencies that clearly describe what students will learn and be able to do upon successful completion of the course. View Bloom's Taxonomy Action Verbs for a list of "measurable" terms that can be used in your learning objectives.]
Course Structure
[describe your course structure]

Class Structure

In this class we will work together as co-constructors of knowledge. This means both the professor and the students work together to create meaning and understanding. Therefore, your participation is essential to the learning process. We all have knowledge (funds of knowledge) we bring to the class, and we will value everyone's knowledge. Our funds of knowledge comes from past and present experiences and include cultural and linguistic strengths. It is important that our classroom is a safe learning environment. This environment is exemplified by treating others with courtesy by respecting the diverse opinions of other students and the instructor. I will treat you as an individual with respect and professionalism and expect you to treat your classmates and me in the same manner. This syllabus outlines the guidelines for the class. Please keep in mind that I am here to facilitate your learning process. Do not hesitate to contact me via email or Canvas messages with questions or feedback at any time. Please be mindful of each other and help each other through various transitions that we may encounter.

==OR (please modify, merge, or select one of the statements to retain)==

My goal is to create a class environment in which all students feel acknowledged, supported, and respected, where collaborative and cooperative learning is the norm. I design my courses to work toward equitable and active participation, respect for multiple perspectives and knowledge; encouraging us to take responsibility for our learning and growth; and building leadership & teaching skills, as well as group cohesion as we learn to appreciate our individual intersectional identities. This course is designed to challenge you to develop a growth mindset, active learning skills, responsibility, accountability, and critically conscious thinking. I recognize and acknowledge various learning preferences and modalities and offer a range of learning opportunities via assigned readings, multimedia, writing assignments, in-class activities, discussions, and lectures. Part of your responsibility and accountability is taking ownership of the activities and assignments that have already been created for you to demonstrate your knowledge and skills.

The process to develop this setting can sometimes be disorienting because it is not aligned with traditional learning formats where the teacher is solely responsible for knowledge production or dissemination. However, if we want to contribute to educational reform to advance equity and social justice, Kumashiro (2001) explains unlearning is part of the process. Hence, "Learning about oppression and unlearning...what we had previously learned is normal and normative and can be upsetting. In particular, learning that the very ways in which we think and do things is not only partial but oppressive can be a very discomforting process, a form of 'crisis'..., and thus, is not what we typically desire. Yet, 'education' is not something that involves repeating what one already knows. Rather, education involves learning something different, learning something new, learning something that disrupts one's commonsense view of the world. The crisis that results from unlearning, then, is a necessary and desirable part of anti-oppressive education. By implication, learning to overcome one's desire for the comforting repetition of normative knowledges, identities, and experiences involves learning to desire the discomforting process of unlearning" (Kumashiro, 2001).

Our time together this semester is an opportunity to put collaborative and anti-oppressive learning into practice. You are asked to take ownership of your learning. The classroom is being envisioned as an active workspace for child development/early childhood specialists to practice critical reflection, introspection, and group dialogue, sharing and brainstorming ideas for social change, social justice language development, teamwork, support, and solidarity toward becoming allies and leaders within our profession and communities we serve.

INTERSECTIONALITY

> The relations and practices of power that influence our lives are often invisible to us. If we do not proactively look at how relations of power operate to create advantages for some and deny these advantages to others, it hinders our work as [educators] and community practitioners. Without examining the operations of privilege, we are unable to see the circumstances that create constraints on other people's lives. We are unable to appreciate their daily efforts to work and live in the context of these constraints, or to resist them (Salome Raheim).

This course is informed by the concept of intersectionality: "It aims to address the manner in which oppression (e.g., racism, sexism, classism, ableism, ageism, antisemitism, and other systems of discrimination) create inequalities and inequities that structure the relative positions of all people. It takes account of historical, social, and political contexts and also recognizes unique individual experiences resulting from the coming together of different types of identity" (Women's Rights and Economic Change No. 9, August 2004).

A proposed format for each class consists of the following:

Course Materials

Required Materials

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

Optional Materials

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

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.)

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.

- Additional software include
  - Adobe Flash Player
  - Nearpod
  - Zoom
  - Padlet

Students' Obligations

Minimum 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
- Navigating and using Google Drive, including Docs, Slides, and Sheets

Technology Privacy and Security

- Online privacy notice
- University library privacy policy

Getting Help

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 Integrated Care Network, Survivor Advocacy, and the Bronco Wellness Center.
- 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.
- [Parenting Student Support](#): explore on and off-campus resources for you and your children.
- [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.

What you can expect from me

- [include your expectations]

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) regarding 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.

What you can give this class

- [include your expectations]

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 OR (please modify, merge, or select one of the statements to retain)

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. Cheating, plagiarism, and collusion can be neither justified nor condoned, as this would destroy the ideals and purposes of higher education. Students enter our university to gain the knowledge and tools necessary for contributing positively to society.

Many incidents of cheating and plagiarism result from students' lack of understanding about what constitutes cheating and plagiarism. However, you are expected to familiarize yourself with the [Cal Poly Pomona's Academic Integrity Policy](#) including [Student Conduct Code](#): At Cal Poly Pomona, academic dishonesty includes plagiarism, cheating, falsifying documents, and misusing online homework help platforms. "Plagiarism is presenting words, ideas or work of others as one's own work." All work you submit must be your own original scholarly and creative efforts.

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. Do not make academic dishonesty one of those shortcuts. Instead, talk to me and let's figure out what resources and support you need to succeed.

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 3100.0** RE: **Lesson Plan.**
- Use a signature with your full name at the end of your emails.

- I know it is tempting but try not to send 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."
- Do not send angry messages known as "flaming."
- Do not use offensive language.
- Be sensitive to those with cultural and/or linguistic backgrounds, as well as different political and religious beliefs.
- Respect different views and opinions.
- Provide constructive feedback and use good judgment when composing responses to your classmates.
- Be professional and use good grammar and spelling. Consider writing your discussion posts, assignments, and online correspondence in a text editor to check for spelling and grammar before posting it into an online submission.

Covid-19 Safety in This Class

It's our shared responsibility to ensure that we remain healthy and safe! Here is some information from the university. Please note that protocols, including isolation requirements, are subject to change based on public health requirements. If you need to miss class due to covid or covid exposure, I will work with you to help you make up class activities.

1. See Cal Poly Pomona's Safer Return Health and Safety Plan at the Safer Return webpage.
2. Complete the University's COVID-19 Training.
3. **Masks** are strongly recommended indoors and are required in certain settings such as in the Student Health Center, campus shuttles, etc.
4. Individuals who **test positive** and/or are **exposed** must wear a mask for 10 days. Higher grade masks and PPE are available at no charge.
5. Report your positive case or exposure via the COVID-19 Self-Report Form. The University is required to notify close contacts and report positive cases. Your medical privacy will not be at risk from being reported.
6. If you test positive, you **cannot come to campus** for a minimum of 5 days. The earliest you can return is on day 6, but you must wear a mask for 10 days. You must be cleared by the Safer Return Incident Investigation Team upon having a negative test and improving symptoms (including being fever-free for 24 hours); additional instructions will be provided when you submit a COVID-19 Self-Report Form.
7. If you had a close contact exposure and have no symptoms, you can come to campus, but you must **test within 3-5 days** and **wear a mask for 10 days**.
8. If you are **experiencing symptoms**, you **cannot come to campus** until you have received a negative test. You must be cleared by the Safer Return Incident Investigation Team. If you are unable to test you cannot come to campus for 10 days. Additional information will be provided when you submit a COVID-19 Self-Report Form.
9. Keep up to date with campus safer return efforts – check Safer Return website, read the newsletter, and/or attend the weekly webinar. Email saferreturn@cpp.edu with questions and/or for additional guidance.

Grading

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

Late Submissions

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

- 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.]

Weekly Topics & Assignments Pacing Guide				
Week	Date	Topic	Readings Due	Assignments Due

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 firstsemester 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 signedby 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.

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(1) Teaching-related course materials (including innovative use of various teaching tools adapted to both the specific nature of the course andthe students' different learning styles):
   a. **Required evidence uploaded to Interfolio**
      i. A copy of the syllabus from each course taught
      ii. A 1–2-page teaching philosophy document

(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**
  - i. All copies of CPP ECS course student evaluation responses and summary reports

(4) Peer reviews, one per year by a tenured or tenure-track 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.
  - 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. 1–2-page self-evaluation narrative addressing your work over the calendar year (separate from the teaching philosophy document)
  - iii. For scholarly work, copies of manuscript, scholarly presentation programs
  - iv. 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 shallconsider 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.

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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

Temporary Faculty Peer Observation Report

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

Instructor's Name_____**Evaluator's Name**_____

Instructor's Position_____

Date(s) of Pre-Observation Arrangements_____

Course Observed_____**Date of Observation**_____

Date of Post-Observation Conference_____

Observer Notes:

Date/Time of Post-Observation Conference:_____

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, curricular goals, and knowledge of adult learning.	Demonstrates expert knowledge of the subject	Demonstrates strong knowledge of the subject	Has little familiarity with the subject and how to teach it
	Exhibits exceptional understanding regarding adult learning.	Has a good grasp of research regarding adult learning.	Demonstrates little understanding of how adults learn.
Organizes curriculum to facilitate student understanding of the subject matter.	Has a clear, detailed plan for course instruction tightly aligned to course outline, program curricular goals, and departmental values to facilitate deep student understanding.	Plans instruction generally aligned with the course outline, program's goals, and departmental values to facilitate student understanding.	Plans lesson by lesson and has little familiarity with curricular goals and does little to prepare students for learning.
Utilizes instructional strategies that are appropriate to the subject matter.	Teaches using theory to practice, big ideas, essential questions, knowledge, skills, and learning transfer appropriate to the subject.	Teaches using theory to practice, big ideas, essential questions, knowledge, and/or skills appropriate to the subject.	Teaches on an *ad hoc* basis with little consideration for long-range curricular goals appropriate to the subject.
Monitors student learning and provides clarification.	Uses a variety of effective methods to check for understanding; immediately addresses confusion and clarifies.	Frequently and/or appropriately checks for understanding and gives students helpful information if they seem confused.	Does not check for understanding.

2. Equity & Engagement: Engaging and Supporting All Students in Learning	Outstanding	Satisfactory	Unsatisfactory
Connects learning to student backgrounds and prior knowledge, and to meaningful, real-life educational contexts.	Purposefully and frequently connects learning to student backgrounds, and/or prior knowledge, and/or to meaningful, real-life educational contexts.	Often connects learning to student backgrounds and/or prior knowledge, and/or to meaningful, real-life educational contexts.	Does not connect learning to student backgrounds and/or prior knowledge, and/or to meaningful, real-life educational contexts.
Uses a variety of instructional strategies and resources, including technology, to meet the diverse learning needs of students.	Thoughtfully and appropriately uses a variety of instructional strategies and resources, including technology, to support student learning and engagement for all students throughout the lesson.	Uses several instructional strategies and resources, including technology, to support student learning and engagement for most students throughout the lesson.	Rarely includes strategies to support student learning; students are disengaged.
Promotes critical thinking through inquiry, problem solving, and reflection.	Purposefully promotes critical thinking through problem solving, inquiry, and reflection to drive instruction.	Promotes problem solving, inquiry, and reflection.	Provides little or no evidence of problem-solving, inquiry, or reflection.

3. Environment: Creating and Maintaining Effective Environments for Student Learning	Exemplary	Satisfactory	Unsatisfactory
Promotes a caring community where all students are treated fairly and respectfully.	Shows warmth, caring, respect, and fairness for all students and builds strong relationships.	Is fair and respectful toward students and builds positive relationships.	Is sometimes harsh, unfair, and disrespectful with students and/or plays favorites.
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.	Does not foster interactions.
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.	Does not communicate, model, or enforce standards for professional conduct.

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