



FACULTY AFFAIRS AND RECORDS

**Official Department Standards for Lecturer Faculty for the
Department of Management**

Approved by Dr. Kari Knutson Miller, Provost and Vice President for Academic Affairs, on 12/3/2018 for implementation in the Spring 2019 semester

[Verified and posted online at www.fullerton.edu/far/dsl/mgt2019lecturer.pdf](http://www.fullerton.edu/far/dsl/mgt2019lecturer.pdf)

According to Article 15.3 of the Collective Bargaining Agreement: Evaluation criteria and procedures shall be made available to the faculty unit employee no later than 14 days after the first day of instruction of the academic term. Evaluation criteria and procedures shall be made available to the evaluation committee and the academic administrators prior to the commencement of the evaluation process. Once the evaluation process has begun, there shall be no changes in criteria and procedures used to evaluate the faculty unit employee during the evaluation process.

MANAGEMENT DEPARTMENT POLICY FOR EVALUATION OF LECTURERS

Part-time lecturer faculty performance reviews will be done by a Department *Lecturer Personnel Committee* (LPC) or a *Department Personnel Committee* (DPC) (one review), with a second review done jointly by the Department Chair and Vice-Chair (one review). Those who are eligible for or are currently in a three-year contract also must be evaluated by the Dean. All full-time lecturers are evaluated by the DPC, Chair, and Dean. Range elevation evaluations are also evaluated by the Provost. The LPC and DPC are comprised of three tenured faculty elected by the Management Department in accordance with the Department's Constitution and Bylaws.

UPS 210.070 EVALUATION RATINGS

Four rating categories specify the overall evaluation of part-time and full-time lecturers.

Exceeds Expectations – Performance in assigned duties is better than satisfactory;

Satisfactory – Performance meets expectations;

Needs Improvement – Performance does not meet expectations; or

Unsatisfactory – Performance is seriously deficient.

Note that an evaluation that finds a lecturer's performance to be "Satisfactory" or better is not an offer of work, nor is it a reappointment; the appropriate administrator responsible for assigning work will take the evaluations from prior levels of review, as well as other information.

An evaluation of "Needs Improvement" does not preclude a Dean from reappointing a lecturer in an appointment of two-years or shorter duration to a subsequent appointment of a similar duration. If a lecturer's performance is evaluated as "Needs Improvement" the evaluation should specify those areas in which improvement is needed and should be addressed during the next appointment period, if reappointed. The Department Peer Review Committee (Management Department DPC or LPC) or Department Chair or Dean should make recommendations for professional development activities in their evaluations.

Subsequent evaluations of "Needs Improvement" or "Unsatisfactory" shall normally lead to a decision not to reappoint. An evaluation of "Unsatisfactory" shall typically result in a decision not to reappoint.

UPS 210.070 FACTORS TO BE EVALUATED

UPS 210.070 specifies evaluation criteria when reviewing the performance of part-time lecturers. Faculty members exclusively assigned to teaching shall be evaluated based on teaching performance and disciplinary and pedagogical currency. Examples and sources of evidence in the tables below are for illustrative purposes and are not comprehensive lists. Criteria for educational performance includes the first six criteria below. *The seventh criterion only applies to lecturers with full-time appointments (12 WTUs per semester) who are granted service credit (3 WTUs per semester).*

Criteria
1. Compliance with University, College, and Department policies governing instructional duties as outlined in faculty handbooks and University Policy Statements. Examples: Gives final exam on date/time assigned by the University; maintains office hours.
2. Establishment of a course environment conducive to learning. Examples: Provides means for students to contribute to course learning by encouraging inquiry; provides coherent structure for course meetings which is understood by students
3. Effective implementation of a course syllabus clearly linking learning goals to methods of assessment and student outcomes. Examples: Learning goals made clear to students at start of course; assessments and grading practices are clearly related to learning goals
4. Effective use of a variety of instructional methods. Examples: Instructional methods are appropriate to course goals; Technology (e.g., response clickers, blogs, discussion boards), are used to enhance participation
5. Establishment of appropriate academic standards and holding students accountable for the standards of the discipline of study. Examples: Academic integrity is stressed in the course; effectiveness, fairness and timeliness of testing, other assessments and grading procedures are evident
6. Pedagogical currency and disciplinary currency as related to teaching. Examples: Course content emphasizes students' acquisition of knowledge and skills that are currently valued in the discipline. Pedagogical methods are current in relation to the discipline and subject matter; Continuing professional engagement in the discipline and/or professional developing as relevant to teaching assignment.
7. <i>Service (full-time lecturers only). Examples: Service on department, college or university committees; community outreach in the service of the department, college or university; student advising or mentoring.</i>

Faculty members will receive an overall rating, based on five specific evaluation items: 1) student evaluations (statistical summaries); 2) student evaluations (open-ended comments); 3) class GPAs; 4) course design; 5) AACSB qualification. The scores on each evaluation item are based on the compliance to the UPS 210.070 criteria. The table below links each evaluation item with its corresponding UPS criteria and sources of evidence used to assess faculty. The Appendix contains a sample evaluation form that covers these five evaluation items. This sample evaluation form will be used to evaluate part-time and full-time lecturers. Part-time lecturers will be evaluated on teaching only. Full-time lecturers will be evaluated on teaching and service.

	Evaluation Item	UPS 210.070 Criteria	Source of Evidence
1	Student Evaluations (Statistical summaries)	2	SOQs
2	Student Evaluations (Open Ended Comments)	2, 4, 6	SOQs
3	Class Grade Point Average	5	Narrative summary, grade distribution reports
4	Course Design: (Stated objectives in course syllabus, relevancy of assignments, supplemental course materials/readings, use of technology)	1, 3, 4, 5, 6	Syllabus, narrative summary, example of course projects and student work
5	AACSB Qualification	1	CV, Digital Measures Report

Guidelines for Each Evaluation Item

1.Student Evaluations (Statistical Summary)	
Exceeds Expectations	Satisfactory
Mean SOQ scores fall within the following range: 3.5-4.0	Mean SOQ scores fall within the following range: 2.9-3.49
Needs Improvement	Unsatisfactory
Mean SOQ scores fall within the following range: 2.6-2.89	Mean SOQ scores are below 2.6.

Review of student evaluations (statistical summary) also may take into account department average ratings, variability of ratings, trends in ratings over time, class size, inclusion in honors program, online versus face-to-face format, and ratings on individual criteria (e.g., ability to communicate, overall teaching effectiveness, helpfulness to students).

2. Student Evaluations (Open Ended Comments)	
Exceeds Expectations	Satisfactory
Substantial majority of positive statements. Student comments demonstrate faculty member developed an exceptional environment conducive to learning and used varied instructional methods.	Generally positive statements. Student comments suggest faculty member developed a satisfactory environment conducive to learning and used somewhat varied instructional methods.
Needs Improvement	Unsatisfactory
Generally more negative statements than positive ones. Student comments demonstrate faculty member developed a limited environment for learning, with limited but varied instructional methods, and limited use of timely topics.	Substantial preponderance of negative statements. Student comments indicate faculty member failed to develop an environment conducive to learning, did not use varied instructional methods, or did not teach timely topics.

Review of student evaluations (open-ended comments) also may take into account consistency in patterns of positive or negative responses, and trends in responses over time.

3. Class Grade Point Average (GPA)	
Exceeds Expectations	Satisfactory
All Class GPAs fall within range specified in table below, tend to converge towards midpoint of range, and are not clustered at either endpoint of range without compelling justification (e.g., honors class).	All Class GPAs fall within range specified in table below, but tend to deviate from midpoint of range, or cluster at either endpoint without compelling justification.
Needs Improvement	Unsatisfactory
Class GPAs are not consistently within range specified in table below, or consistently cluster at either endpoint without compelling justification.	Class GPAs consistently fall outside of range specified in table below.

Review of class GPA also may take into account variation in grading. E.g., a class with 95% Cs and 5% Bs may fall within range, but may be considered overly punitive or not consistent with an expected normal distribution of student performance.

Course Level	Low	High
200	2.0	2.7
300	2.0	2.8
400	2.1	2.9
449	2.2	3.0
500	3.0	3.7

4. Course Design	
Exceeds Expectations	Satisfactory
<p>The faculty member is effectively accomplishing all of the items below:</p> <ol style="list-style-type: none"> 1. Effective implementation of a course syllabus clearly linking learning goals to methods of assessment and student outcomes. 2. Effective use of a variety of instructional methods, including the use of technology. 3. Establishment of appropriate academic standards and holding students accountable for the standards of the discipline of study. 4. Pedagogical and disciplinary currency as related to teaching. 5. Relevancy of assignments and supplemental course materials/readings. 	<p>The faculty member shows minor limitations in the following five items:</p> <ol style="list-style-type: none"> 1. Effective implementation of a course syllabus clearly linking learning goals to methods of assessment and student outcomes. 2. Effective use of a variety of instructional methods, including the use of technology. 3. Establishment of appropriate academic standards and holding students accountable for the standards of the discipline of study. 4. Pedagogical and disciplinary currency as related to teaching. 5. Relevancy of assignments and supplemental course materials/readings.
Needs Improvement	Unsatisfactory
<p>The faculty member shows substantial limitations in several of the items below:</p> <ol style="list-style-type: none"> 1. Effective implementation of a course syllabus clearly linking learning goals to methods of assessment and student outcomes. 2. Effective use of a variety of instructional methods, including the use of technology. 3. Establishment of appropriate academic standards and holding students accountable for the standards of the discipline of study. 4. Pedagogical and disciplinary currency as related to teaching. 5. Relevancy of assignments and supplemental course materials/readings. 	<p>The faculty member fails to adequately accomplish the five items below:</p> <ol style="list-style-type: none"> 1. Effective implementation of a course syllabus clearly linking learning goals to methods of assessment and student outcomes. 2. Effective use of a variety of instructional methods, including the use of technology. 3. Establishment of appropriate academic standards and holding students accountable for the standards of the discipline of study. 4. Pedagogical and disciplinary currency as related to teaching. 5. Relevancy of assignments and supplemental course materials/readings.

5. Is Faculty Member AACSB Qualified?

In accordance with AACSB accreditation requirements, faculty are expected to be classified as either 1) scholarly academic (research active with a doctoral degree or doctoral candidacy or earned in last 5 years); 2) practice academic (doctoral degree with relevant consulting experience); 3) instructional academic (graduate degree and research active); 4) instructional practitioner (graduate degree with relevant work and/or consulting and/or professional experience). These categories are based on some combination of doctoral degree candidacy or recent completion of a doctoral degree in a relevant field, and/or publications and/or presentations in scholarly or professional meetings, and/or professional development, and/or consulting or work experience in a relevant field. The combination of these criteria should lead to classification in one of the above four categories. Instructors not meeting criteria for any of the four categories are classified as “other.” Instructors classified as “other” normally are not reappointed unless approved by the Department Chair and Dean. For further clarification, please refer to AACSB Faculty Qualification Policy and Faculty Qualifications Table available on Titanium Communities/Mihaylo Research Community/AACSB Faculty Status Qualifications. Digital Measures Reports must be completed annually to ensure AACSB qualification criteria are met.

Additional Service Criteria for Full-time lecturers only

Lecturers with full-time appointments are expected to provide service to the department, college or university by being an engaged citizen of their department, participating in committee work, advising and mentoring students, and engaging in outreach to the community on behalf of the college (e.g., professional associations). This evaluation may include but not be limited to material based on service records, narrative summary, digital measures and CV

Service (Lecturers with Full-time appointments only)	
Exceeds Expectations	Satisfactory
Faculty member attends and is actively engaged in department meetings, is an engaged member of multiple department, college or university committees, provides substantial student advising, and engages in outreach on behalf of department, college or university.	Faculty member attends and is actively engaged in department meetings, is an active member of at least one department, college or university committee, provides substantial student advising, and engages in some outreach on behalf of department, college or university.
Needs Improvement	Unsatisfactory
Faculty member sporadically attends department meetings, is an inactive member of a department, college or university committee, provides minimal student advising, and does not engage in any outreach on behalf of department, college or university.	Faculty member does not attend department meetings, is not a member of any department, college or university committees, provides minimal or no student advising, and does not engage in any outreach on behalf of department, college or university.

Appendix

Sample Evaluation Form for Part-Time Lecturers

Name of Faculty Member:

Semester(s):

Course/s Taught:

Rate the following:

Teaching Performance	Unsatisfactory	Needs Improvement	Satisfactory	Exceeds Expectations
1. Student Evaluations (Statistical Summary)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Student Evaluations (Open Ended Comments)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Class Grade Point Average	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Course Design: (Stated objectives in course syllabus, relevancy of assignments, supplemental course materials/readings, use of technology)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[5. <i>Service: * (Service to department, college or university through committees, advising, student mentoring, community outreach)</i>]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. [or 6.]* Is Faculty Member AACSB qualified?		<input type="checkbox"/> No	<input type="checkbox"/> Yes	
Overall Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

(Please comment on strengths, weaknesses, areas in need of improvement, and any other issues that may be relevant in assessing the Faculty Member's performance.)

*Note: Sections in [*italics and brackets*] are applicable to full-time lecturers only



Mark as shown: Please use a #2 pencil and COMPLETELY FILL IN THE BOX of your answer.

Correction: Please completely erase or completely fill in the wrong answer AND PLACE AN 'X' IN THE BOX OF YOUR ANSWER.

1. Student Opinion Questionnaire

EVALUATE YOUR INSTRUCTOR'S...

- 1.1 Organization of the course
- 1.2 Knowledge of course content
- 1.3 Preparation for class
- 1.4 Ability to communicate subject material
- 1.5 Willingness to help students
- 1.6 Overall teaching effectiveness

	Excellent	Good	Fair	Poor	Unacceptable
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Student Opinion Questionnaire

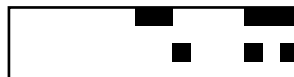
Indicate your level of agreement with the following statements...

- 2.1 Course content adequately challenges me
- 2.2 I would recommend this instructor to other students
- 2.3 What percentage of classes did you attend?
- 2.4 What grade do you expect in this class?

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<input type="checkbox"/> 80-100%	<input type="checkbox"/> 60-80%	<input type="checkbox"/> 40-60%
<input type="checkbox"/> 20-40%	<input type="checkbox"/> 0-20%	
<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C
<input type="checkbox"/> D	<input type="checkbox"/> F	

Please continue on Page 2.

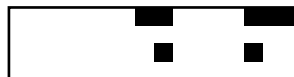


3. Comments

3.1 What did the instructor do well?

3.2 What could the instructor improve?

3.3 Additional comments?





Mark as shown: Please use a #2 pencil and COMPLETELY FILL IN THE BOX of your answer.

Correction: Please completely erase or completely fill in the wrong answer AND PLACE AN 'X' IN THE BOX OF YOUR ANSWER.

1. Student Opinion Questionnaire

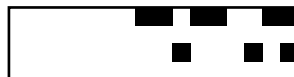
EVALUATE YOUR INSTRUCTOR'S . . .

	Excellent	Good	Fair	Poor	Very Poor
1.1 Organization of the course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Knowledge of course content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Quality of materials conveyed over the web	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Effective delivery of course material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5 Willingness to help students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.6 Indicate your overall learning experience in the course

Indicate your level of agreement with the following statement

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.7 I would recommend this instructor to other students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



2. Comments

2.1 What grade do you expect in this online class?

2.2 What did the instructor do well?

2.3 What could the instructor do to improve the class?

2.4 Additional Comments:

