



FACULTY AFFAIRS AND RECORDS

Official Department Standards for Lecturer Faculty for the Department of Economics

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/eco2019lecturer.pdf](http://www.fullerton.edu/far/dsl/eco2019lecturer.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.

DEPARTMENT OF ECONOMICS
CALIFORNIA STATE UNIVERSITY, FULLERTON
STANDARDS FOR EVALUATION OF TEMPORARY PART-TIME FACULTY

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1. INTRODUCTION

The Department of Economics (hereafter called “the Department”) is committed to providing high quality programs that meet the evolving needs of our students, community, and region. The Department is also committed to the preeminence of learning with an emphasis on establishing an environment where learning, and the creation and dissemination of knowledge, are central to everything we do.

The Department recognizes that the key to quality programs and effective learning environments is the instructional faculty. Therefore, the Department seeks to promote excellence in learning by evaluating its lecturers in the area of teaching with a focus on student learning, engagement and success. The Department proposes a personnel document for evaluation of part-time lecturers consistent with the Mission and Goals of the University, the Mission of the College, and UPS 210.070.

Faculty will be evaluated by the Department Peer Review Committee (DPRC). The DPRC is comprised of three eligible faculty members plus an alternate, with each member elected for a three-year term, with the terms staggered so that one position on the DPRC is selected each year. The alternate is elected for one year. The slate of nominees for the DPRC shall automatically consist of all tenured members of the Department (not on the FERP program) who are not currently serving on the Department Personnel Committee (DPC) and those who are on the DPC and also willing to serve on the DPRC. Faculty members in the FERP program are required to first obtain permission from the Provost in order to be included in the slate of nominees. The election shall take place at the beginning of the fall semester by secret ballot, following procedures of the Constitution of the Department. In the event that an elected member of the DPRC cannot complete a full three-year term, an election for a replacement to complete the remainder of the original term will be held as required.

Guiding Principles for the Department of Economics

The Department places a high value on excellent teaching. The standards required for the various personnel recommendations are derived from the view that the Department seeks faculty who are committed to teaching, create an engaging and effective learning environment, and are dedicated to continued intellectual and professional growth.

1.1 Definitions

This document establishes policies for the periodic evaluation of part-time lecturers in alignment with the CBA and UPS 210.70. The term “part-time lecturer” refers to all unit 3 employees who are identified in the CBA as “temporary faculty”, that is they are not tenured or probationary (tenure-track) and are assigned to teach fewer than fifteen units in a semester.

Some faculty members with part-time entitlements are intermittently appointed to full-time status (e.g., for one semester during an academic year, or for one year during a three-year term); for the purpose of this policy, these intermittent full-time assignments shall *not* be construed as making one a full-time faculty member.

The Working Personnel Action File (WPAF), shall be defined as the file specifically generated for use in a given evaluation cycle. That file shall include all required forms and documents, and all information specifically provided by the employee being evaluated. It shall also include all faculty and administrative level evaluation recommendations from the current cycle, and all rebuttal statements and responses submitted. (Article 15.8 of the Unit 3 Collective Bargaining Agreement). The WPAF materials are incorporated by reference into the Personnel Action File (PAF). (Article 15.9 of the Unit 3 Collective Bargaining Agreement).

The Personnel Action File (PAF) is the one official personnel file for employment information and information that may be relevant to personnel recommendations or actions regarding a faculty member (Article 11.1 of the Unit 3 Collective Bargaining Agreement).

1.2 Periodic Evaluations

A. Types of Periodic Evaluations

- i. **Annual Periodic Evaluation:** Lecturers not undergoing a six-year or a three-year evaluation will undergo an annual periodic evaluation, beginning with their second semester of employment
- ii. **Six Year Comprehensive Evaluation:** Lecturers who are in their sixth consecutive year of service undergo a comprehensive evaluation in that year to determine eligibility for an initial three-year appointment. This evaluation shall involve a cumulative review of the lecturer's performance for the entire six-year service.
- iii. **Three Year Periodic Evaluation:** A lecturer holding a three-year appointment will undergo a three-year periodic evaluation in the third year of appointment.

B. Frequency of Evaluation

For lecturers in appointments with one semester only, evaluation of the first semester is at the discretion of the Dean in consultation with the Department Chair. Newly hired lecturers shall be evaluated during the second one-semester appointment (whether consecutive or not). Part-time Lecturers undergo annual periodic evaluation in their first five years of employment; those in three-year appointments undergo periodic evaluation in the third year of the appointment. Faculty who have six consecutive years of service undergo an evaluation in the sixth year to determine eligibility for an initial three-year appointment. Faculty who are eligible and apply for range elevation undergo an evaluation that results in a determination for or against range elevation.

Lecturers may be evaluated more frequently at their request or at the request of the Department Chair or the Dean.

C. Period of Review

- i. **Annual Reviews:** The period of review shall be defined as the time period between the start of the semester in which the last review file was submitted and the current file due date. For a first evaluation, the period of review shall be defined as the time period between the date of initial appointment and the current file due date.

- ii. ***Six Year Comprehensive Evaluation:*** The period of review shall be defined as the time period between the start of the beginning of the six-year service as a lecturer, and the file due date.
- iii. ***Three Year Periodic Evaluation:*** The period of review shall be defined as the time period between the start of the beginning of the three-year appointment and the file due date.

D. Levels of Review

- i. ***Annual Reviews:*** Part-time lecturers undergoing annual periodic evaluations shall be evaluated by at least two levels of review: the DPRC and the Department Chair (or the Vice-Chair). Part-time lecturers may be reviewed by the Dean at the Dean’s discretion. Evaluations resulting in less than “Satisfactory” rating by the DPRC or the Department Chair shall be forwarded to the Dean.
- ii. ***Three-Year Periodic Reviews and Six-Year Comprehensive Reviews*** Part-time lecturers undergoing a three-year periodic review or a six-year comprehensive review shall be evaluated by the DPRC, the Department Chair (or the Vice-Chair), and the Dean.

1.3 Evaluation

Personnel recommendations are based solely on evidence contained in the faculty member’s PAF and WPAF. The WPAF is a cumulative record covering all semesters under review and shall contain evidence of performance specified in UPS 210.070 and in the Department’s performance standards as set out in this document.

It is the responsibility of the faculty member to identify which documentation shall be submitted and to be sure that the WPAF is current and complete before it is submitted to the Department Chair. Please see Section IV of this document for more information on the required evidence to be included in the WPAF.

1.4 Range Elevation

The Range Elevation evaluation is only carried out when the lecturer is eligible for and requests a range elevation.

A. Range Elevation Period of Review

- i. **Period of Review:** Evaluation for range elevation considerations shall involve a review of the lecturer’s performance in the current range, but because the timing can be extensive, the evaluation should pay particular attention to the most recent five years. The period of review shall be defined as the time period between the start of the academic year five years prior to the current academic year and the date when the file is submitted.
- ii. If a lecturer wishes to include in the WPAF evidence of performance outside this five-year period, they shall limit the evidence to: a) material that is relevant to performance while in the current range, and b) material that provides evidence of performance that cannot be otherwise documented within the most recent five-year period.

B. Range Elevation Evaluation Process

- i. Lecturers under consideration for range elevation shall be evaluated by the DPRC, the Department Chair (or the Vice-Chair), and the Dean.
- ii. The Provost shall make the final determination on range elevations.

2. PERFORMANCE STANDARDS

2.1 Evaluation Ratings

The principal criterion for the evaluation of lecturers hired to teach courses is teaching effectiveness and disciplinary and pedagogical currency. Evidence of teaching effectiveness may include the following (not listed in order of importance):

- Appropriate course content and rigor (as evidenced from syllabi, exams, homework assignments, quizzes, and other material)
- Student evaluations (summary statistics and written comments)
- Appropriate grading criteria (maintain academic standards and fairness)
- Currency in the field and subject matter competence as measured by advanced degrees, evidence from syllabi, exams, and assignments, and other appropriate documents (which may include professional activities and service)
- Lecturer's own statement and self-evaluation
- Other (teaching awards, teaching workshops, teaching portfolios).

Overall Rating:

RATING	SCORE	DETAILS
EXCEEDS EXPECTATIONS	4	Performance in assigned duties is better than Satisfactory
SATISFACTORY	3	Performance meets expectations
NEEDS IMPROVEMENT	2	Performance does not meet expectations
UNSATISFACTORY	1	Performance is seriously deficient

2.2 Evaluation Criteria

UPS 210.070 EVALUATION CRITERIA FOR TEACHING DUTIES

UPS 210.070 specifies evaluation criteria when reviewing the performance of part-time lecturers.

UPS 210.070 Criteria
1. Compliance with University, College, and Department policies governing instructional duties as outlined in faculty handbooks and University Policy Statements.
2. Establishment of a course environment conducive to learning.
3. Effective implementation of a course syllabus clearly linking learning goals to methods of assessment and student outcomes.
4. Effective use of a variety of instructional methods.
5. Establishment of appropriate academic standards and holding students accountable for the standards of the discipline of study.
6. Pedagogical currency and disciplinary currency as related to teaching.

Part-time faculty members at the department of Economics will receive an overall rating in teaching effectiveness. Teaching Effectiveness is evaluated separately in three areas: (i) Student Opinion Questionnaire and Grade Distribution, (ii) Course Content and Structure, and (iii) Instructional-related Additional Criteria (professional development, pedagogical and disciplinary currency). The three areas of evaluation contain a number of categories as shown below:

Categories for Evaluation

1. STUDENT OPINION QUESTIONNAIRES AND GRADE DISTRIBUTION

- a. Student Opinion statistical summaries
- b. Student Opinion written open-ended comments
- c. Context of grade policy (class GPA and grade distribution)

2. COURSE CONTENT AND STRUCTURE

- a. Stated Objectives in Course Outline
- b. Compliance with University, College and Department Policies
- c. Relevancy of Assignments/Exams
- d. Supplemental Course Materials/Readings and Currency of Topics
- e. Meeting of Academic Standards and Fairness (exams/assignments demonstrate academic rigor and the course has clear grading criteria)

3. INSTRUCTOR-RELATED ADDITIONAL CRITERIA

- a. Pedagogical Approach
- b. Professional Development/Currency in the discipline

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.

	Evaluation Criteria	UPS 210.070 Criteria	Source of Evidence
1	Student Opinion Questionnaires and Grade Distribution (SOQ summaries, SOQ comments, course GPA, academic standard and fairness, adaptability)	2, 4,5, 6	SOQs, Grade Distributions, Narrative Summary
2	Course Content and Structure (Stated objectives in course syllabus, compliance with relevancy of assignments, supplemental course materials/readings, use of technology)	1, 3, 4, 5, 6	Syllabus, Narrative Summary, Examples of student work/project/assignments, Exams.
3	Instructor-Related Additional Criteria (Pedagogical Approach, Professional Development/Currency in the discipline)	2, 6	CV, Narrative summary, SOQs

2.3 Guidelines for Evaluation by Category

1. STUDENT OPINION QUESTIONNAIRES AND GRADE DISTRIBUTION

1a. Student Opinion Statistical Summaries	
Exceeds Expectations	Satisfactory
Mean SOQ scores fall within the following range: 3.4-4.0	Mean SOQ scores fall within the following range: 3.00-3.39
Needs Improvement	Unsatisfactory
Mean SOQ scores fall within the following range: 2.75-2.99	Mean SOQ scores are below 2.75.

Review of student evaluations (statistical summary) may also take into account other factors such as class size, level, format (online, hybrid, regular courses), department average ratings, and variability of ratings. Special attention in the evaluation process shall be paid to how student concerns and instructional-related problems have been addressed over time (if at all) and whether this has led to improvement over time. Special attention may also be paid to specific SOQ categories (such as Overall Teaching Effectiveness, Willingness to Help, and Ability to Deliver Challenging Material), since they may provide additional context about the classroom learning environment.

1b. Student Evaluations (Open Ended Comments)	
Exceeds Expectations	Satisfactory
Vast majority of positive statements, with very few neutral comments. Student comments demonstrate faculty member developed an exceptional environment conducive to learning. Very positive comments about instructor across classes and across time.	Generally positive statements, some neutral statements and very few negative comments. Student comments suggest faculty member developed a satisfactory environment conducive to learning. A preponderance of generally positive or neutral comments across classes and across time
Needs Improvement	Unsatisfactory
Evidence of some positive and neutral comments along with consistent negative comments. Student comments demonstrate faculty member developed a limited environment for learning. Comments tend to be negative to neutral across classes and across time.	Many negative and neutral statements. Student comments indicate faculty member failed to develop an environment conducive to learning. Many negative comments across several classes, with repeated comments on problematic issues appearing across time.

Review of student evaluations (open-ended comments) also may take into account consistency in patterns of positive or negative responses, frequent comments on problematic areas, and other issues. Special attention in the evaluation process shall be paid to how student concerns and instructional-related problems have been addressed over time (if at all) and whether this has led to improvement over time.

1c. Class GPA and Grade Distribution	
Exceeds Expectations	Satisfactory
Class GPAs and grade distributions conform to department norms (specified in the table below). Deviations are explained or have a sound rationale	Class GPAs and grade distributions generally conform to department norms (specified in the table below) but there are deviations or clustering at either endpoint without compelling justification.
Needs Improvement	Unsatisfactory
Class GPAs and grade distributions appear to be inconsistent and may vary significantly from department norms (specified in the table below), without compelling justification.	Class GPAs and grade distributions consistently deviate significantly (either high or low) from department norms (specified in the table below).

The historical range (over the most recent five-year period) for the department of Economics by course level is summarized in the table below:

Historical Class GPA Ranges

Course Level	Low	High
200	1.9	2.4
300	2.0	2.5
400	2.4	2.9
500	3.1	3.5

2. COURSE CONTENT AND STRUCTURE

2a. Stated Objectives in Course Outline	
Exceeds Expectations	Satisfactory
Syllabus and required elements are complete. Modules or sections have extensive details clarifying objectives and providing content. Student learning objectives are clearly defined and linked to assessment methods and student outcomes. Stated objectives are implemented in the course.	Syllabus is complete and all required elements are present. Student learning objectives are clearly defined. Stated objectives are implemented in the course.
Needs Improvement	Unsatisfactory
Syllabus is provided, but details are minimal. Required syllabus elements are missing including a clear layout of student learning objectives and methods of assessment. Failure to implement some stated objectives.	Syllabus is absent or when it is provided there is a severe lack of important details. Student learning objectives are not well defined. Missing assessment tools and expected student outcomes. Failure to implement some stated objectives.

2b. Compliance with University, College and Department Policy	
Exceeds Expectations	Satisfactory
<p>The faculty member is effectively accomplishing all of the items listed below:</p> <ol style="list-style-type: none"> 1. Preparation of course outlines 2. Preparation of exams 3. Compliance with teaching and office hours 4. Prompt submission of grades and other reports 5. Compliance with assessment exercises carried out by the department and the College. 	<p>The faculty member shows minor limitations in accomplishing at least one of the items listed below:</p> <ol style="list-style-type: none"> 1. Preparation of course outlines 2. Preparation of exams 3. Compliance with teaching and office hours 4. Prompt submission of grades and other reports 5. Compliance with assessment exercises carried out by the department and the College.
Needs Improvement	Unsatisfactory
<p>The faculty member shows substantial limitations in accomplishing at least one of the items listed below:</p> <ol style="list-style-type: none"> 1. Preparation of course outlines 2. Preparation of exams 3. Compliance with teaching and office hours 4. Prompt submission of grades and other reports 5. Compliance with assessment exercises carried out by the department and the College. 	<p>The faculty member fails to adequately accomplish at least one of the items listed below:</p> <ol style="list-style-type: none"> 1. Preparation of course outlines 2. Preparation of exams 3. Compliance with teaching and office hours 4. Prompt submission of grades and other reports 5. Compliance with assessment exercises carried out by the department and the College.

2c. Relevancy of Assignments/Exams	
Exceeds Expectations	Satisfactory
<p>The course contains a variety of well-defined contemporary and current assignments linked to clearly specified learning objectives. Assignments and exams are effectively and fully implemented in the course.</p>	<p>The course contains some contemporary and current assignments linked to course objectives. Assignments appear germane to course and students learning. Assignments and exams are implemented in the course.</p>
Needs Improvement	Unsatisfactory
<p>The course contains minimum activities beyond exams. Additional activities may appear only minimally connected to subject and course.</p>	<p>Course assessment is based solely or predominantly on exams. Little or no evidence of other evaluation methods. General lack of assignments or exercises intended to reinforce student learning. Failure to implement some assignments and/or exams in the course.</p>

2d. Supplemental Course Materials/Readings and Currency of Topics	
Exceeds Expectations	Satisfactory
<p>Contemporary or cutting edge textbook, materials and/or supplemental readings. Extensive archive of supplemental materials. Active use of Learning Management System (LMS) and other instructional tools.</p>	<p>Textbook and/or readings are relevant and contemporary. Some effort to provide LMS material and/or supplemental readings</p>
Needs Improvement	Unsatisfactory
<p>Dated textbook and readings, but with some recent material. Little effort to provide current or contemporary additional material and/or supplemental reading. Little or no use of LMS system or other instructional tools.</p>	<p>Out of date textbook. Content does not satisfactorily match the course description. Dated or limited readings and/or applications. Lack of additional material or supplemental reading. No use of LMS or other instructional tools.</p>

2e. Meeting of Academic Standards and Fairness	
Exceeds Expectations	Satisfactory
Courses demonstrate high academic expectations in terms of rigor and thoroughness. Grading policy is well defined, assessment methods are clearly laid out and there is a direct mapping to student outcomes.	Course activities and exams frequently meet expected rigor or thoroughness. Grading policy is present though with limited clarity on occasions.
Needs Improvement	Unsatisfactory
Course activities and exams frequently lack expected rigor or thoroughness. Presence of grading policy is intermittent.	Course activities and exams generally fail to meet expectations for rigor or thoroughness. Courses generally lack some grading policy or a clear explanation of how final grades are determined.

3. INSTRUCTOR-RELATED ADDITIONAL CRITERIA

3a. Pedagogical Approach	
Exceeds Expectations	Satisfactory
Strong evidence in creating an engaging class environment conducive to learning as demonstrated by student comments, syllabus, and other materials; evidence of multiple engagement activities.	Much evidence in creating an appropriate class environment conducive to learning. Student comments demonstrate good student engagement and an appropriate learning environment.
Needs Improvement	Unsatisfactory
Some evidence in creating an appropriate class environment conducive to learning; few negative student comments related to class environment. Some evidence of student engagement in material.	Little evidence in creating an appropriate class environment conducive to learning. Student comments mention student discomfort and frustration. Little evidence of student engagement in class or with related course material.

3b. Professional Development/Currency in the Discipline	
Exceeds Expectations	Satisfactory
Demonstrated evidence of multiple training or other activities around pedagogy and professional development	Evidence of some training or other activities around pedagogy and/or professional development
Needs Improvement	Unsatisfactory
Some evidence of training or other activity around pedagogy or professional development	Little evidence (or failure to provide evidence) of training or other activities towards pedagogy or professional development

The first two criteria [(i) Student Opinion Questionnaire and Grade Distribution, and (ii) Course Content and Structure] carry the bulk of the weight in evaluation. Each category within the main three areas of evaluation is weighted equally. The Appendix contains a sample evaluation form that covers these three evaluation areas and each subcategory.

3. PROCEDURES AND REQUIREMENTS

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 DPRC 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 the instructor. An evaluation of "Unsatisfactory" shall typically result in a decision not to reappoint the instructor.

Requirements for Possible Reappointment		
YEAR	SUBMISSION	PERFORMANCE REQUIREMENTS Teaching
1) ANNUAL PERIODIC EVALUATION	WPAF	An overall evaluation of at least <i>Needs Improvement</i>
2) THREE-YEAR PERIODIC EVALUATION	WPAF	An overall <i>Satisfactory</i> evaluation during the three years under review
3) SIXTH-YEAR EVALUATION/ COMPREHENSIVE PRIOR TO 3-YEAR APPOINTMENT	WPAF	An overall <i>Satisfactory</i> evaluation during the six years under review

Actions:

In cases when an overall evaluation of *Needs Improvement*, an early evaluation/advising system should be put in place that allows for feedback from the Chair and the DPRC.

- a) Chair/DPRC review of syllabus (with recommended changes to be completed by target date)
- b) Chair/DPRC review course content and appropriate materials (homework, writing assignments, exams to be submitted/completed by a target date)
- c) Suggested classroom visitations by DPRC members and/or Chair
- d) Suggested FDC workshops to attend
- e) Suggested meeting with other class instructor by target date

4. THE WPAF AND PRESENTATION OF EVIDENCE

It is essential that the faculty member consult the performance evaluation and the summary of requirements described in this document. The faculty member is responsible for submitting evidence of their performance of assigned duties in the form of WPAF. The WPAF shall include documentation for performance areas under review as specified in this document and in compliance with UPS 210.070. It is the responsibility of the faculty member to consult UPS 210.070 and this document for details on what shall be included as required documentation in the WPAF. Personnel recommendations shall be based solely on evidence in the WPAF.

Documentation provided by the Department Chair: It is the responsibility of the Department Chair to assess that the faculty member has included all required elements in the WPAF. It is the Chair's responsibility to provide evidence, if any, of non-compliance with class and office hours, grading and examination procedures or significant quantitative indicators, or other routine items listed under Evaluation Criteria 2b (Compliance with University, College and Department Policies). In the absence of any contrary evidence, all levels of review will assume that the faculty member has met the requirements of routine performance.

Documentation provided by the Faculty Member: It is the responsibility of the faculty member to collect and include all supporting evidence which is to be evaluated. ***Lecturers should carefully check the completeness of the WPAF prior to submission.*** Once the WPAF is submitted to the Department Chair and the due date is past, the evaluation cycle begins. After this date, a lecturer may add materials only under the following circumstances:

- a. If required documents are missing from the WPAF, they shall be provided on a timely manner and placed in the WPAF by the lecturer. ***Failure to complete the file within a timely manner may result in a lower score in the category for which the documents are missing.***
- b. If material that documents a substantial change in the status of an activity becomes available after the WPAF due date, this material may be added with the permission from the DPRC. The DPRC shall approve addition of material only if the material is judged to be relevant to the review in progress, and the material was not available to the lecturer prior to the file submission date.

All lecturers are required to include the following material in the WPAF:

Required Evidence to be Included in WPAF

1. Working Personnel Action File Table of Contents
2. Approved Department Standards for Part-Time Faculty (this document)
3. Updated Curriculum Vitae (covering the entire academic and professional employment history)
4. A list of teaching assignments for each semester, indicating the year, the semester, course taught, Section number, schedule number, and number of students in the course.
5. Teaching Narrative (not to exceed 1500 words)
 - a. The narrative is a self-assessment of assigned teaching duties and professional accomplishments.
 - b. If the WPAF includes evidence not directly related to the primary assigned duties the narrative shall explain the relevance of such evidence to the assigned duties

- c. The narrative may be supplemented (by an additional 500 words) to address any weakness or problem areas that have been identified (either by earlier reviews, SOQs, or the lecturer themselves). The narrative shall include any plans or prior efforts to address these areas and the results from those efforts (if known)
- 6. Student Opinion Questionnaires (SOQs)
 - a. Student Opinion Summary Statistics for all courses taught during the review period (downloaded from portal)
 - b. Student Opinion Comments for all courses taught during the review period (downloaded from portal)
 - c. Student Opinion Questionnaire Raw Data for all courses taught during the review period) (downloaded from portal)
 - d. Student Opinion Summary Statistics for the Department (appropriate course level)
- 7. Statistical Summaries of Grade Distributions for all courses taught during the review period (downloaded from portal)
- 8. Evidence of Teaching Performance: Course Content/Course Structure
 - a. Syllabi (for all courses during the review period)
 - b. Exams (midterms and final exam) for each course (if teaching more than one section of the same course, only one section's exam suffice)
 - c. Assignments (homework assignments, quizzes, etc.) for each course (if teaching more than one section of the same course, only one section's materials suffice)
 - d. Writing assignment (if appropriate)
 - e. Other teaching materials, if appropriate (i.e., additional lecture notes, instructor-developed power-point slides, handouts, etc.)
- 9. Additional criteria and activities
 - a. Pedagogical approach (e.g. narrative, curricular innovations, additional instructional material)
 - b. Professional development (e.g., professional/teaching workshop copy of the program or outline).

All documentation should be well organized electronically, with each subcategory in a specific folder. All documentation must be submitted before the established deadline. Faculty members are responsible for assembling their own WPAF file and ensuring that it includes all relevant information as required by UPS 210.070 and as enumerated in this document.

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 Opinion Questionnaires and Grade Distributions				
1a. SOQ Summaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1b. SOQ Open-Ended Comments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1c. Class GPA/Grade Distribution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Score: Category (i)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Course Content and Structure				
2a. Stated Objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2b. Compliance with CSUF Policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2c. Relevancy of Assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2d. Supplemental Material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2e. Rigor and Fairness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Score: Category (ii)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Additional Criteria				
3a. Pedagogical Approach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3b. Professional Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Score: Category (iii)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.)



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 Ability to deliver challenging course content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Ability to provide clear grading criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Ability to make course examinations consistent with course content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Organization of the course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5 Knowledge of course content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.6 Preparation for class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.7 Ability to communicate subject material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.8 Willingness to help students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.9 OVERALL teaching effectiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Comments

2.1 What is your current grade in the class?

2.2 What did the instructor do well?

Please continue to page 2. Do not write in the space below.



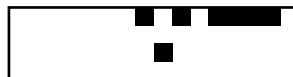
2. Comments [Continue]

2.3 What could the instructor improve?

2.4 Would you recommend this instructor to other students? Why, or why not?

2.5 Your instructor would like to know how you feel about the textbook or other learning materials:

2.6 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

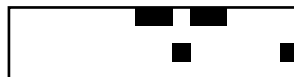
EVALUATE YOUR INSTRUCTOR'S . . .

	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:

