

Appendix 9

Lecturer Faculty Evaluation File: Purpose, Requirements, and Suggestions

Your Lecturer Faculty evaluation consists of two elements: 1) the Personnel Action File (PAF) and 2) the Supplemental Evidence File. Together they serve as the repository for all documentation related to evaluation.

1) The CME Personnel Action File (PAF)

The CME Personnel Action File (PAF) is the official personnel file for each faculty member managed by and held in the dean's office. The PAF contains correspondence about your employment status and personnel actions (e.g., contract renewals; promotion; award of tenure), as well as information such as peer evaluations, signed statements of evaluation, and summaries of student evaluations. The PAF is maintained throughout the faculty member's career with CSU, Chico.

2. The Supplemental Evidence File

Lecturer Faculty have a responsibility to update their vita/resume annually, review materials in their personnel action files (in the Dean's Office), and provide supplementary materials for their evaluations in a Lecturer Faculty Supplemental Evidence File to their Department office when notified. The file must be submitted to the Department Office by the specified date. The file should be contained in a half-inch (0.5") binder organized by the table of contents listed below:

- A current faculty curriculum vita/resume,
- A statement of the faculty member's philosophy of teaching,
- Summaries of SET and/or University Supervisor Evaluation results,
- Copies of current syllabi for courses taught (instructors only) and descriptions of student assignments and assessments,
- Additional materials that provide evidence of teaching and/or supervision effectiveness,
- a brief summary of other activities that support currency in the discipline or other activities and achievements related to the individuals work assignment (FPPP 9.1.2.c.3-4), and

- performance related to any other work assignment(s), besides teaching, as applicable, which may include advising; research; scholarship; creative activity; service to the University, profession, and to the community; or other professional responsibilities (See CBA article 12).

It is in the best interest of all Lecturer Faculty to submit a supplemental evidence file as part of the annual evaluation process. Failing to submit a dossier in a timely manner according to the published deadline, will create an incomplete evaluation, and therefore might lead to an evaluation of —Not Satisfactory.

The CME website will be the location of the CME Faculty Supplemental Evidence File that includes an electronic Table of Contents and Template. Each academic year the CME website will showcase exemplary faculty dossiers and supplemental evidence files selected by the Dean.

The Support Materials

You should be strategic about the support materials you choose to include in the 0.5" evidence file binder. For example, a quantitative and qualitative summary of student and peer evaluations should be included as support for your reflective statement about teaching.

CURRICULUM VITA/RESUME

Should be updated annually and submitted to the dean's office.

TEACHING PHILOSOPHY

The teaching philosophy should be a reflective statement about your beliefs/strategies/objectives and how these have impacted your teaching, (i.e., how these are evidenced in the your classes, assignments, and other learning experiences provided for students), and you might also include a reflective statement on the candidate's professional development, describing what he/she does and why, how it has evolved and where it might be going in the next few years, and how it has impacted the candidate's teaching. You may also wish to include additional brief annotations and comments throughout the *binder* in the support materials.

SETs

Your complete SETs and peer evaluations are contained in your WPAF. Do not duplicate them in your evidence file. Instead, summarize them into a table that displays means by item and course and include a few representative comments from students. Create a narrative analysis of the results. Identify areas of strength and opportunities for growth. Describe patterns that emerge over time.

SYLLABI

Additionally, while it is required that you list the courses you have taught at Chico State, you are not required to include every syllabi of every course you have ever taught. Instead, you should consider including selected course syllabi or evidence of successful course instruction for illustrative purposes that support the reflective statement on your teaching philosophy.

It is important for you to be both selective and reflective in your Supplemental Evidence File as you create your case for evaluation. Ultimately, evaluation is based on individual performance, not on years of seniority.

Binder Requirements: 0.5-inch white, heavy-duty binder with a table of contents and tabbed dividers to clearly separate materials. The binder and organizing materials will be provided by college.

Format: CME provides the following Evidence File Table of Contents to help you organize and format your materials. Please include the Table of Contents in the front of your file (see below) binder.

Table of Contents

Resume/Curriculum Vitae

Narrative

Reflective Statement on Teaching Philosophy

Support Materials for Instruction

List of Courses

Selected Syllabi

Summary of Student Evaluations of Teaching

Peer Observations and Other Evaluations

Additional Materials Providing Evidence of Teaching and/or Supervision Effectiveness

Brief Summary of Other Activities that Support Currency

ADDITIONAL SUGGESTIONS AND TIPS

- Select and reflect. Choose the most illustrative and persuasive pieces of evidence to describe and support your case.
- Consult with your chair regarding supplemental evidence file expectations.
- Take time to create your first file. If you do it right the first time, you can use the basic structure all the way through your academic career at Chico State.
- Be strategic in your choices. No one wants to see a syllabus for every class. Choose your most representative work. For example, if you created a class from scratch, that would be an excellent syllabus to include, with a very short explanation of how the course came into being preceding it.
- Finally, remember your audience. During performance review, in particular, colleagues unfamiliar with your specific area of expertise may review your file. You need to be factual and persuasive.