

California State Polytechnic University, Pomona
College of Agriculture
Nutrition and Food Science Department

Policy on the Appointment and Evaluation of Temporary Faculty

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In the case of an inconsistency between this document and the [Collective Bargaining Agreement](#) or the [University Manual](#), the collective bargaining agreement takes first precedence, and the University Manual takes precedence over this document.

A. INITIAL APPOINTMENT OF TEMPORARY FACULTY

An interview by the Department Chair (or designee) and at least another tenured/tenure track faculty member is required to enter the lecturer pool. Candidates will be selected on the basis of the following criteria:

- Quantity and quality of educational training in the subject area/s to be taught. This includes a review of grade transcripts.
- Minimum degree requirements for entering the lecturer pool:
 - For laboratory (L) and activity (A) courses: B.S. degree required
 - For GE courses: Master of Science or equivalent degree required
 - Medical Nutrition Therapy and other Clinical Nutrition courses: Master of Science or equivalent degree required, Registered Dietitian/Registered Dietitian Nutritionist is also required.
Clinical Experience preferred, Doctorate preferred
 - All other undergraduate courses for majors in the department: Master of Science or equivalent degree required in appropriate discipline. Doctorate preferred
 - Dietetic Internship courses: Master of Science or equivalent degree required.
Registered Dietitian /Registered Dietitian Nutritionist is also required
 - Graduate courses: Doctorate required
- Quantity and quality of teaching experience, especially in the subject area(s) to be taught.
- 1-page teaching philosophy statement.
- Professional recommendations, including those submitted in writing and those solicited orally.
- Evidence of continuing professional development in the discipline.

B. REVIEW AND RETENTION OF TEMPORARY FACULTY

1. A Temporary Faculty Evaluation Committee (TFEC) consisting of at least two

tenured faculty members will be elected during fall semester. Members of the Department Reappointment, Tenure and Promotion Committee (DRTPC) are eligible to serve on this committee. The TFEC will select its own chair. If for some reason a TFEC is not elected the DRTPC will assume the duties of the TFEC for the corresponding Academic Year.

2. Temporary faculty must have student evaluations administered following guidelines given in [Policy 1329](#).

3. The TFEC Chair or designee will assign tenure-track/tenured (TT) faculty members to conduct peer observations and communicate such arrangements to the temporary faculty and the reviewers who will arrange for a mutually convenient time to conduct the peer observation. The first peer observation must be conducted during the first semester of employment. Thereafter, most peer observations will be scheduled in the Fall semester, which is to ensure such document to be available for temporary faculty's self-assessment typically in spring semester. Course materials such as syllabi, handouts, exams, etc. must be made available to the TT faculty reviewer conducting the peer observation.

4. Temporary faculty who teach three or more WTUs per review cycle (calendar year from January to December) must have a peer observation within the Academic Year. Requests for additional peer observations may be made to the TFEC Chair by temporary faculty at least eight weeks before the deadline for the submission of the annual review packet. Peer observations are not to be conducted during the winter and summer sessions.

5. The annual review will be conducted during Spring semester using materials from the previous calendar year at the time of submission of review packet.

Annual timelines are established and published by the Faculty Affairs Office. Packets must be submitted to the Temporary Faculty Evaluation Committee (TFEC) through Interfolio. The reviews of temporary faculty members will be conducted by the TFEC. Further review by the Department Chair will also be conducted, only if the Chair is not a member of TFEC.

6. Each temporary faculty member must submit a packet which will include the following:

- a. An updated curriculum vitae.
- b. Teaching philosophy statement
- c. A self-assessment narrative following the template of the Periodic Evaluation of Temporary Faculty Form (Appendix A) discussing the following items:

- 1) Student evaluation scores (include all results available for the evaluation period) and discuss proposed actions to address scores that do not meet minimum established by the Department (2.75 or better, 1 to 4 scale where 4 is best).

- 2) Discuss all peer observations available for the period of evaluation at the time of submitting the packet, and propose action plans to address the comments.
- 3) Any professional development and/or scholarly and creative activities related to maintaining currency in one's teaching assignment or subject matter content area and/or to improving one's pedagogical knowledge and practices for higher education.
- 4) Other assigned duties specifically defined and described in the letter of appointment or contract.

d. The official summary sheet of student evaluation scores for each class evaluated, and accompanied by a summary table for all courses evaluated including the average scores for all questions per course and the averages per questions throughout all the courses evaluated (see sample table in Appendix B of this document).

e. All peer classroom observations during the evaluation period.

f. Copy of the syllabus from each different course taught during the period of evaluation. Syllabi must conform to the approved Expanded Course Outlines (ECOs). The TFEC may request exams, handouts and additional materials upon initial review of the packet.

g. Any responses to written student input, as defined by [Policy #1329](#), received by the department during the evaluation period.

h. Supporting documents accrediting of any assigned duties or any professional development and/or scholarly and creative activities related to improving pedagogical practices in higher education and/or maintaining currency in one's teaching assignment or content area.

i. For those with non-instructional assigned duties, include supplementary documents directly related to the assignment, as appropriate.

7. The TFEC will conduct an evaluation of all the above materials and write a review report to be uploaded to Interfolio.

The criteria for the evaluation are as follows:

- a) Self-evaluation must be thoughtfully and thoroughly written.
- b) Summary and interpretation of the student evaluations. Average scores for student evaluations per course must be 2.75 or higher (1 to 4 scale where 4 is "strongly agree" or best). For any questions with an average score per class below 2.75, a self-reflection is required with proposed actions to address the issues for improved scores in the following evaluation cycle.
- c) All items in peer observation report must be rated as satisfactory or better. Recommendations from previous peer reviews were properly addressed.
- d) Evaluation of teaching performance based on syllabi, outlines, handouts and other course material. Syllabus must meet minimum department requirements and must be consistent with the most recent Expanded Course Outline (ECO) approved by the Department for each course taught.
- e) Review of any assigned duties or any professional development and/or scholarly and creative activities related to maintaining currency in one's

teaching assignment or content area and/or to improving one's pedagogical knowledge and practices for higher education.

8. The Department Chair, if not a member of TFEC, will conduct a separate evaluation following TFEC's review. If the temporary faculty appointment included assigned administrative and related duties, a separate assessment regarding those duties by the Department Chair is required.

9. Temporary faculty members are reviewed first and foremost on teaching performance. They are also evaluated on their demonstrated efforts to remain current in the discipline and pedagogy of higher education in support of the teaching assignments.

10. The lecturer will be given a copy of the evaluation via Interfolio and must sign in the Interfolio to acknowledge the receipt of the TFEC review; rebuttals must be done within 10 calendar days and in writing via Interfolio.

11. Full-time lecturers and lecturers who may be eligible for initial and subsequent 3-year appointments will also be evaluated by the Dean.

12. Prior to the award of an initial 3-year contract or its renewal a cumulative periodic evaluation of the entire qualifying period must be conducted ([CBA 12.12, 15.20\(d\) and 15.28](#)). For those already holding a three-year appointment the evaluation shall be conducted in the third year of the appointment.

13. The evaluation of temporary faculty members shall terminate at the Dean/Director's level.

14. The lecturers and TFEC should follow the timeline posted in the Faculty Affairs website, [Policy 1337](#).

C. Movement on the Salary Schedule from A to B , B to C and C to D scales
Range Elevation is the process by which an eligible lecturer may request to be moved to the next lecturer salary range. Eligibility and procedures can be given in [Policy 1332](#).
Movement between salary ranges in the NFS department are governed/based upon earned degrees or teaching performance and demonstrated currency in the discipline. The guidelines for movement between salary ranges are:

1. Have earned a Ph.D. or terminal degree in their discipline

(or)

2. Certificates of Teaching and Pedagogical Practices in Higher Education, for example, ACUE Certificate or micro-credential programs, CSU Chancellor's Office QM and/or QLT Teaching Certificate Programs.

(And)

3. Teaching performance as specified below:

- Demonstrate continued effectiveness and professionalism, showing competency in the classroom, efforts to improve instruction and student achievement. Demonstrate strong evidence of teaching effectiveness as verified through self-evaluations, student evaluation scores, and peer observations. The TFEC and Department Chair will take into careful consideration evidence of improvement in existing courses; accounts of how the faculty member plans to respond (as well as reports on how the faculty member did respond) to less-than-positive evaluations of teaching; accounts that provide contexts for evaluations, whether positive or negative, of teaching; the development of new courses; and the development of appropriate creative approaches and applications of technology.
- Demonstrate currency in the discipline. This includes research and creative activities and/or other elements of professional development in support of the teaching assignment.

APPENDIX A

SELF EVALUATION OF TEMPORARY FACULTY

(Template adopted by NFS Department TFEC using CPP [Policy 1336](#))

NAME _____ DEPARTMENT: __ Nutrition and Food Science _____

Period Covered by Evaluation: _____

A. Student Evaluations

1. Prepare a summary table (refer to the template attached next page as Appendix B) with all student evaluation scores from the course(s) that were offered by you during this evaluation period; Please submit a set of copies of all your course evaluations (the student evaluation summary sheets issued by the University IT office to Interfolio).
2. Briefly reflect on your teaching performance when interpreting student evaluations

B. Peer Observations

1. Please submit a copy(ies) of your peer observation(s) to Interfolio.
2. Briefly reflect on your teaching performance when referencing to peer observation comments.

Your reflections on other factors, e.g., some suggested areas below, if not all:

1. Teaching methodology/innovations adopted in this evaluation period to address the previous comments from TFECC; or
2. Any professional development and/or scholarly and creative activities related to maintaining currency in your teaching assignment or content area and/or scholarly and creative activities related to improving pedagogical practices in higher education and/or maintaining currency in one's teaching assignment or content area.
3. Other assigned duties specifically defined and described in the letter of appointment or contract.

Appendix B

Template Summary Table for scores from student evaluations

Questions	Course #1	Course #2	Course #3	Average score for each Q
1. I understood the learning outcomes in this course.					
2. To me, the course content seemed well organized.					
3. To me, class sessions seemed well organized.					
4. The time I spent in class sessions furthered my understanding of course material.					
5. Examples and illustrations provided in this course aided my understanding.					
6. The course provided some general concepts that helped me see connections among specific topics.					
7. The course was a valuable learning experience for me.					
8. The assignments in this course aided my learning.					
9. I was able to effectively use instructor feedback to increase my learning.					
10. I learned ways of reasoning that I could apply to other disciplines.					
11. My learning experience increased my appreciation for the subject covered.					
12. I gained awareness of the relevance and importance of the course material.					
13. The course made a relevant contribution to my overall education.					
14. I felt I was evaluated fairly in this class.					
15. I felt I was treated with respect in this class.					
16. The class atmosphere supported my learning.					
17. I felt encouraged to contribute respectful dialogue to this class.					
18. When I sought outside help from the instructor (such as by phone, e-mail or office visit), I received it.					
19. I felt welcome to seek help and advice from the instructor.					
20. The help I received from the instructor was useful to my learning.					
Average score for each course					