

LYLE CENTER FOR REGENERATIVE STUDIES

Criteria for Periodic Evaluation of Temporary Faculty Members

[Adjunct, Part-time, and Temporary Faculty]

Effective Fall 2019

INITIAL APPOINTMENT OF TEMPORARY FACULTY

Candidates will be selected based on the following criteria:

1. Educational training in the subject area/s to be taught. Recommended qualification is a master's degree for the undergraduate program and a PhD for the graduate program.
2. Teaching experience, especially in the subject area(s) to be taught.
3. Professional and creative experience, especially that which is directly related to the subject area(s) to be taught.
4. Research experience including books, publications in conference proceedings and publications in technical journals.
5. Speaking engagements in reputable events, especially those related to the subject area(s) to be taught.

REVIEW OF TEMPORARY FACULTY

Lecturer faculty eligible for an initial or subsequent 1-year or 3-year appointment shall be evaluated in the academic year preceding the issuance of a 1-year or 3-year appointment. This evaluation shall consider the faculty unit employee's cumulative work performed during the entire 6-year, 3-year, or 1-year qualifying period. The Dean of the College shall determine whether the lecturer faculty member has performed satisfactorily before an initial or subsequent 3-year appointment may be issued.

Evaluations will occur as follows:

- Lecturers with a one-year appointment shall be evaluated at least once each year.
- Lecturers with a three-year appointment shall be evaluated once during the second year of their three-year contract (at least once every three years).
- Lecturers without appointments shall be evaluated after teaching a total of two semesters.
- Lecturers appointed for one semester or less may be evaluated at any time at the discretion of the department chair, following the procedures specified in this document.
- Lecturers may request an additional evaluation at any time.
- Lecturers who receive a non-satisfactory review will be reviewed again the following year.

Tenured or tenure track faculty from any department will be able to review temporary faculty teaching at the center, using an Evaluation of Temporary Faculty form.

This written evaluation will be given to the temporary faculty member no later than the end of the 14th week of classes. Temporary faculty must sign and return their evaluations by the end of Finals Week. Evaluations are due signed by the Faculty conducting the peer review, the Graduate Coordinator, the Center's Director and the temporary faculty member to the ENV Dean's office by the end of final's week of the semester under review.

Temporary faculty will be reviewed based on the five criteria below:

- (1) 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).
- (2) Student engagement in and outside the classroom, as evidenced by pedagogical assignments, activities, and experiences that foster enhanced student participation and involvement.
- (3) Student course assessments. Any scores greater than 3.00 in any class do not meet satisfactory department requirements.
- (4) Peer reviews.
- (5) Self-evaluation form. See form below. Should cover: evidence of teaching effectiveness (based on peer evaluations, student evaluations, awards, etc.), changes or innovations implemented since the previous review, goals/plans/accomplishments for teaching professional development and the resources required for improvement, any contributions to the department/college/university beyond classroom instruction (service, leadership, student mentoring, etc.), currency in the profession and overall contributions to the profession.

SALARY STEP INCREASES

Salary Step Increases will be recommended for qualified temporary faculty whose performance meets the standard of "satisfactory" or better and who have taught 24 WTUs since their last SSI or since their initial appointment.

- Student Evaluations conducted on 100% of all courses.
- Score of Satisfactory or better in all Student Evaluations.
- Annual review of syllabus.
- Maintain minimum number of office hours for WTU's assigned.

Note: In the case of an inconsistency between this document and the Collective Bargaining Agreement (CBA) or the University Manual, the CBA takes first precedence and the University Manual takes precedence over this document. Article 15 of the CSU/CFA contract and Section 305.15 of the University Manual cover the evaluation of lecturer faculty. The collective bargaining agreement is available at:

<https://www2.calstate.edu/csu-system/faculty-staff/labor-and-employee-relations/Documents/unit3-cfa/article15.pdf>

Periodic Evaluation of Temporary Faculty Members
Lyle Center for Regenerative Studies, California State Polytechnic University, Pomona

Name: _____

Period Covered by Evaluation: _____

1.0 Academic Qualifications: (Please list in reverse chronological order of receipt)

Degree, Certificate or License

Institution	Discipline	Date
Granted	_____	_____
_____	_____	_____
_____	_____	_____

2.0 Teaching Appointments:

List all teaching appointments for the period covered by this evaluation by course number, course title, and term.

2.1 Contributions to Course Syllabi (if applicable):

3.0 Provide a self-assessment and reflection of teaching, peer reviews, and student assessments that analyze your strengths and weaknesses and plans for improvement.

4.0 If appropriate, list any professional, scholarly, or creative activities undertaken during the period under review that are applicable to your specific teaching appointments.

5.0 Attach or include an updated CV with this report.

Appendix 2

Lyle Center for Regenerative Studies, College of Environmental Design, Cal Poly Pomona

PEER EVALUATION OF CLASSROOM TEACHING

NAME: [] RANK: []

DATE: [] EVALUATOR: []

TYPE of CLASS: Lecture/discussion Seminar Activity Studio Online*

(see PeopleSoft course designations on the back of this form - indicate course designation on line above.)

COURSE MATERIALS

RATE: Above Satisfactory Satisfactory Less than Satisfactory Needs Mentoring NR*

Comments on the review of course syllabus, course outline, assignments, examinations, and other course materials prior to class observation.

[]

CLASS ORGANIZATION

RATE: Above Satisfactory Satisfactory Less than Satisfactory Needs Mentoring

Class sequence: introduction including a clear description of goals of the session; timing of key topics and conclusion; variation in teaching modes during class (lecture, questioning periods, use of group discussions, etc.); control over classroom environment.

[]

SUBJECT MATTER/CONTENT

RATE: Above Satisfactory Satisfactory Less than Satisfactory Needs Mentoring

Mastery of subject matter, subject is current, appropriateness of material to class and level; class materials reflect diversity of student backgrounds, up-to-date course materials; skills developed in class; clear explanation of assignments, key words and new concepts.

[]

COMMUNICATION, PRESENTATION SKILLS and TEACHING AIDS

RATE: Above Satisfactory Satisfactory Less than Satisfactory Needs Mentoring

Clear presentation; demonstrated interest in subject; appropriate use of examples; use of marker-board; visual aids and illustrations; class handouts; drawing activities; writing activities; class activities; use of online learning systems; use of computers and other media.

[]

INTERACTION with STUDENTS

RATE: Above Satisfactory Satisfactory Less than Satisfactory Needs Mentoring

Techniques used to involve students in the presentation of the subject, skills that encourage questions and comments; involvement of all students; general classroom climate.

[]

SUGGESTIONS/SCHEDULE for IMPROVEMENT/DEVELOPMENT of TEACHING SKILLS

[]

Print Faculty Member observing the class Signature of Faculty Member observing the class DATE

I have reviewed this evaluation with the faculty member observing my course:

Print Faculty Member under review Signature of Faculty Member under review DATE

COURSE DESIGNATIONS

P	Course meets face-to-face for all course contact hours prescribed by the course type and units. Syllabus/grades may be posted online.
PW	Course meets face-to-face for all the course contact hours prescribed for the course type and units. Syllabus/grades may be posted online. Some course materials/activities are online and require active student access.
HA	Course uses both classroom and online instructional modes and meets face-to-face for 25%-75% of the course contact hours prescribed by the course type and units.
HS	Course uses both face-to-face and synchronous instructional modes and meets face-to-face for 25%-75% of the course contact hours prescribed by the course type and units.
AL	100% of the course instruction is delivered in an asynchronous instruction mode. Scheduled face-to-face meetings may be required for orientation and student evaluation.
SL	100% of the course instruction is delivered in a synchronous instruction mode. Scheduled face-to-face meetings may be required for orientation and student evaluation.
A	100% of the course instruction is delivered in an asynchronous instruction mode. Students do not need to be on campus for any portion of the course work or evaluation.
S	100% of the course instruction is delivered in a synchronous instruction mode. Students do not need to be on campus for any portion of the course work or evaluation.