

Temporary Faculty Evaluation Criteria Document

Calendar Years 2023 through 2028

Revised August 2023

This Temporary Faculty Evaluation Criteria Document (TFECD) outlines the definitions, policies and procedures related to the evaluation of all part-time and full-time temporary faculty (referred to lecturers throughout this document) in the Kinesiology and Health Promotion (KHP) Department. The goals of this document are to promote the professional development of lecturers, provide clear expectations, create a mechanism for constructive feedback to help them achieve those expectations, and apply a fair and consistent procedure when making decisions regarding lecturer appointments. This document specifies the procedures to be followed to meet the requirements of the Cal Poly Pomona university manual (UM), university policies, and the Collective Bargaining Agreement (CBA).

Definitions and Abbreviations

University Manual, policy #1336, provides a comprehensive overview of periodic evaluation procedures for lecturers. Some of the most pertinent definitions are provided here.

- i. Candidate refers to a lecturer who is undergoing a periodic evaluation for reappointment, appointment to an initial three-year appointment, or reappointment to a subsequent three-year appointment.
- ii. The Temporary Faculty Evaluation Committee (TFEC) consists of all tenured faculty in the department, excluding tenured faculty in the faculty early retirement program, and oversees the peer evaluation and periodic evaluation processes.
- iii. Criteria are the expectations articulated in the department TFEC document and in policy #1336. Criteria define what a candidate must achieve to be positively recommended for reappointment.
- iv. Student evaluations of courses is governed by policy #1329 of the University Manual.
- v. Peer evaluation of teaching is the responsibility of the KHP TFEC, in collaboration with the Department Retention Tenure and Promotion Committee (DRTPC). Peer evaluation activities include classroom visits and reviews of course syllabi, Canvas course site, and other teaching materials, as well as written reports of candidates' teaching performance.
- vi. Periodic evaluation is governed by policy #1336 and occurs each calendar year for those lecturers that require one. It must include an updated CV, self-assessment narrative, all peer evaluations, statistical summaries of student evaluations, exemplary samples of course materials for all courses taught during the review period, responses to student input and supplementary documents for non-teaching activities.

- vii. The Review cycle is based on the calendar year for all lecturers.
- viii. Personnel action file (PAF) typically contains all student evaluations, peer evaluations, signed comments/letters and responses, any letters of consul or reprimand and all prior periodic evaluations.

1. Temporary Faculty Evaluation Committee (TFEC)

- 1.1 The TFEC shall consist of all KHP full-time tenured faculty members, including the KHP department chair. FERP faculty are not expected to serve on the TFEC.
- 1.2 Responsibilities of the TFEC are as follows, in accordance with policy 1336:
 - a. Arrange and complete peer evaluations.
 - b. Interpret evaluation reports.
 - c. Evaluate materials provided by each lecturer.
 - d. Summarize and interpret other signed, written communications from faculty, staff or students.
 - e. Meet with lecturers to discuss evaluation.
 - f. Complete and send peer evaluation and periodic evaluation report to the TFEC chair following the timeline set each year.
 - g. At least one member of the TFEC must review the PAF and sign the PAF log in the College of Science Dean's Office each periodic evaluation.

2. General Information

- 2.1 All lecturers who have taught at least one semester during the academic year shall be evaluated annually, except for those who are in the first or second year of a three-year entitlement. Full-time lecturers will be evaluated every calendar year.
- 2.2 Lecturers may request an evaluation at any time. (CBA 15.25)
- 2.3 Lecturers shall have an opportunity to read and discuss the evaluation with the department chair and TFEC chair and to submit a response or rebuttal that shall accompany the evaluation. (CBA 15.5). This must be within 10 calendar days after the evaluation has been given to the lecturer.
- 2.4 A copy of the periodic evaluation with all responses and rebuttals shall be placed in the lecturer's PAF.
- 2.5 Results will also be used in determining whether to grant future appointments as well as 1-year and 3-year appointments.

- 2.6 In addition to academic background and teaching experience, results of periodic evaluations will be used to determine if a lecturer is qualified to teach a specific course. (CBA 12.29)
- 2.7 Lecturers who do not respond to a request for a peer evaluation within 48 hours may have an evaluation scheduled at the evaluator's discretion. A minimum five days' notice will still be given.

3. Lecturer Responsibilities

- 3.1 In accordance with University Policies #1336 and #1337, lecturers that require a periodic evaluation, and are not eligible for a three-year appointment, shall submit a self-evaluation report via Interfolio by the timeline established per calendar year by Faculty Affairs and comprised of the following sections:
 - 3.1.1 An updated curriculum vitae.
 - 3.1.2 A self-assessment narrative shall be a minimum of 1 page. The narrative can include but not limited to the following discussion points: teaching materials, teaching strategies, assessment of student learning, analysis of student/peer evaluations and how they influenced future instruction, teaching philosophy, evidence of inclusive instruction. The lecturer must address recommendations based on previous evaluations.
 - 3.1.3 All peer evaluations during the evaluation period. One peer evaluation per calendar year should be conducted. Additional evaluations shall also be conducted upon the request of the lecturer.
 - 3.1.4 Statistical summaries of student evaluation scores from the current evaluation period for all courses taught during the period of evaluation, as defined in University Policy #1329. The summary shall be provided in a chart that outlines all the summary scores for all evaluation questions over all courses taught during the evaluation period. The chart should include a breakdown of the very good, good, satisfactory, poor, and very poor scores.
 - 3.1.5 Exemplary samples of syllabi, assessments (e.g., assignments, exams), and other course materials for the courses taught during the evaluation period.
 - 3.1.6 Any responses to written and signed student input received by the department during the evaluation period (per Policy 1329).
 - 3.1.7 For those with non-instructional assigned duties, include supplementary documents directly related to the assignment, as appropriate.
- 3.2 In accordance with University Policies #1336 and #1337, lecturers eligible for a 3-year appointment and full-time lecturers shall submit a self-evaluation highlighting their professional development and areas of improvement during the preceding 6 years (when eligible for an initial 3-year appointment) and 3 years (when eligible for a subsequent 3-year appointment), and specific goals for improving teaching performance to Interfolio by

the timeline established per calendar year by Faculty Affairs and comprised of the following sections:

- 3.2.1 An updated curriculum vitae.
 - 3.2.2 A self-assessment narrative shall be a minimum of 2 pages. The narrative shall include but is not limited to the following discussion points: teaching materials, teaching strategies, assessment of student learning, analysis of student/peer evaluations and how they influenced future instruction, teaching philosophy, evidence of inclusive instruction. The lecturer must address recommendations based on previous evaluations.
 - 3.2.3 All peer evaluations during the evaluation period. One evaluation per calendar year should be conducted unless the lecturer is in the first or second year of a three-year appointment. Additional evaluations shall also be conducted upon the request of the temporary faculty member.
 - 3.2.4 Statistical summaries of student evaluation scores from the current evaluation period for all courses taught during the review period, as defined in University Policy #1329. The summary shall be provided in a chart that outlines all the summary scores for all evaluation questions over all courses taught during the evaluation period. The chart should include a breakdown of the very good, good, satisfactory, poor, and very poor scores.
 - 3.2.5 Exemplary samples of syllabi, assessments (e.g., assignments, exams), and other course materials for the courses taught during the evaluation period.
 - 3.2.6 Any responses to written student input, as defined by University Policy #1329, received by the department during the evaluation period.
 - 3.2.7 For those with non-instructional assigned duties, include supplementary documents directly related to the assignment, as appropriate.
- 3.3 Lecturers' responsibilities include:
- a. Creating a syllabus that follows the department approved template and the approved expanded course outline (ECO) and meets campus requirements for accessibility.
 - b. Submitting all syllabi to the KHP Office before the first meeting for the semester and posting it on Canvas for students enrolled in the course.
 - c. Maintaining a course Canvas site that provides students with the syllabus, assignments, grades and other course content.
 - d. Scheduling and attending weekly office hours according to university and department guidelines in designated office or department approved location in accordance with policy #1394.
 - e. Arriving to class on time and meet for the required time.
 - f. Meeting with the class in the designated instructional mode.
 - g. Responding in a timely manner to student messages.
 - h. Communicating with KHP office staff and Department Chair when unable to make it to office hours or class.

- i. Submitting grades on time.
- j. Responding promptly (within 48 hours) to requests to schedule the peer evaluation.
- k. Completing a self-evaluation in accordance with policies #1336 and #1337.
- l. Reviewing and following the policies and procedures in the lecturer handbook and the university manual.
- m. Signing peer evaluation within five business days of receipt of evaluation write up.

4. Evaluation Criteria

- 4.1 Evaluations by the TFEC shall include student and peer assessment of teaching performance, assessment of any other assigned duties specifically described in the letter of appointment or contract, the self-evaluation, achievement of prior goals, and a description of any documented instances of misconduct. (CBA 15).
- 4.2 Assessment of teaching performance shall include: 1) student evaluations (including signed student comments), 2) peer evaluations by the TFEC, 3) judgments by the TFEC about the quality of instructional materials, and 4) methods and instruments used to evaluate student performance.
- 4.3 Any student communications or evaluations provided outside of the regular evaluation process must be identified by name and Bronco ID to be included in the PAF. (CBA 15.17b) Evaluations shall be based only on material in the PAF.
- 4.4 The evaluation period shall include all courses taught during the previous calendar year, except for lecturers eligible for an initial or subsequent 3-year appointment. Lecturers eligible for an initial 3-year appointment will provide a cumulative evaluation of the entire previous 6-years. Lecturers eligible for a subsequent 3-year appointment will provide a cumulative evaluation dating from the last evaluation. All lecturers shall receive a periodic evaluation annually, except those that are in their first or second year of a 3-year entitlement.
- 4.5 Lecturers eligible for an initial or subsequent 3-year appointment shall be evaluated in the calendar year preceding the issuance of a 3-year appointment. This periodic evaluation shall consider the faculty unit employee's cumulative work performed during the entire 6 year or 3-year qualifying period. The Dean of the College of Science shall determine whether the lecturer faculty member has performed satisfactorily before an initial or subsequent 3-year appointment may be issued. Please refer to the appropriate CPP Academic Policy and CBA.
- 4.6 All lecturers are expected to attain a minimum of 65% of very good and good scores on student evaluations over all courses per review period.

5. Student Evaluations

- 5.1 Student evaluations are required for every section of every course taught during the evaluation period that has more than 5 students enrolled. Summer courses are not evaluated.
- 5.2 Student evaluations shall be conducted in accordance with University Policy #1329.

6. Peer Evaluation

- 6.1 The TFEC will ensure that the peer evaluation is performed each calendar year, for those lecturers that require one.
- 6.2 Peer evaluations shall be conducted in a lecture course, whenever possible.
- 6.3 The TFEC chair shall assign members of the TFEC to conduct the peer evaluations. The faculty member assigned to conduct the peer evaluations will confer with the lecturer to determine an appropriate date and time and will provide at least 5 days' notice before the peer evaluation is conducted. (CBA 15.14)
- 6.4 The faculty member who is completing the peer evaluation will schedule a pre-evaluation meeting with the lecturer to discuss course objectives, curriculum and material that will be considered in the peer evaluation process.
- 6.5 The faculty member who completed the evaluation will provide a written report of the evaluation to the lecturer within two weeks of the peer evaluation. The lecturer will sign and return the evaluation to the evaluator. The evaluator will send the signed document to the department ASC, TFEC chair and KHP Department chair. The department ASC will forward the signed document to the College of Science for inclusion in the lecturer's PAF.
- 6.6 The report shall be written on the Peer Evaluation of Teaching form (see Appendix A).

7. Timeline of Evaluation Process

- 7.1 End of second week of instruction in fall semester – The TFEC chair will send peer evaluation procedures, criteria, and timeline to all lecturers. Lecturers who start in spring will receive the document by the end of the second week of instruction.
- 7.2 Lecturer faculty will be assessed in accordance with the timeline outlined in the Unit 3 Collective Bargaining Agreement (CBA) and University Policy #1337.

- 7.3 All lecturers requiring a periodic evaluation will submit summaries and analysis of their available student evaluations and peer evaluation, and a self-analysis statement to Interfolio for the TFEC review following the campus approved timelines.
- 7.4 The TFEC committee will produce a report with constructive feedback and submit a report via Interfolio following the timeline developed by the campus.
- 7.5 A meeting can be scheduled upon the request of the lecturer, TFEC Chair or Department Chair.
- 7.6 Within ten days following meeting with committee chair, the lecturer may submit a response or rebuttal to the report from the TFEC. Completed periodic evaluation report and the lecturer response or rebuttal is placed in the lecturer's PAF.
- 7.7 If a lecturer will be eligible for an initial 3-year appointment (CBA 12.12) or a subsequent 3-year appointment (CBA 12.13) starting in the academic year following the spring semester, then the College of Science Dean will determine if the lecturer has performed in a satisfactory manner (CBA 12.13 and 15.29)
- 7.8 Peer evaluations conducted at other times of the year by request of the Department Chair, or the lecturer, would follow a similar procedure and timeline.

Appendix A: Peer Evaluation Form (of lecturer evaluation document not handbook)

DEPARTMENT OF KINESIOLOGY AND HEALTH PROMOTION

Peer Evaluation Form

Faculty Member Being Observed: _____ **Date:** _____

Pre-meeting Date _____

Faculty Member Observing: _____ **Course:** _____

Evaluation Date _____

1. Provided an effective introduction (e.g. attention getter, warm up, statement of class objectives, demonstration, etc.). Please explain and provide examples.
2. Provided effective instruction (e.g. clear communication skills, active learning techniques, competence in subject matter, open to student feedback, etc.). Please explain and provide examples.
3. Provided appropriate feedback to students (e.g. checking for understanding, asking questions, ensuring safety, etc.).
 - a. For synchronous courses: Provided appropriate feedback to students (e.g. checking for understanding, thorough feedback in gradebook, asking questions, ensuring safety, etc.). Please explain and provide examples.
 - b. For asynchronous courses: Implements mechanisms to provide feedback to students and assess student comprehension of material (e.g. discussion board with feedback, quizzes, virtual review sessions, thorough feedback in gradebook, integrates Packback, etc.). Please explain and provide examples.
4. Provided an effective closure (e.g. a summary, key points, a debrief, revisit class objectives, etc.). Please explain and provide examples.
5. Provided a thorough syllabus that has course objectives and an outline that contains the required components as stated in the KHP Lecturer Handbook. Please explain and provide examples.
6. Summary statement.
7. Recommendations.

Signature of Faculty Member Being Observed: _____ Date: _____

Signature of Faculty Member Observing: _____ Date: _____