Biological Sciences Department
Part-Time Temporary Lecturer Evaluation and Review Procedures
For Academic Years 2010-2011 through 2014-2015

The following policy applies to all part-time temporary lecturers in the Biological Sciences Department. The purpose of this document is to promote the professional development of our part-time temporary lecturers. The goals are to provide clear expectations for our part-time temporary faculty, create a mechanism for constructive feedback to help them achieve those expectations, and apply a fair and consistent procedure when making decisions regarding one-year and three-year appointments. This document specifies the procedures to be followed to meet the University Manual (UM) and Collective Bargaining Agreement (CBA) requirements. Throughout this document, the Biological Sciences Department is referred to as the department, and part-time temporary lecturers are referred to as lecturers. All references to specific sections refer to this document.

1. General Evaluation Process

1.1 Lecturers shall be evaluated after they have taught three quarters in the department. Evaluations will typically be conducted immediately after the spring quarter, which shall count as one of the three quarters taught (Section 7). Teaching does not need to be done in consecutive quarters. (CBA 15.24)

1.2 All lecturers shall be evaluated with a specified frequency (Section 2) by an Evaluation Committee (Section 3).

1.3 Evaluations shall be based on specific criteria (Section 4).

1.4 Evaluations shall include assessment of teaching performance and assessment of any other assigned duties specifically described in the letter of appointment or contract (Sections 5 and 6). (UM 305.15)

1.5 Evaluations shall be conducted according to a clearly defined timeline (Section 7).

1.6 Evaluations shall be based only on material in the Personnel Action File.

1.7 The evaluation period shall include all courses taught since the last evaluation. The first evaluation of a lecturer shall include all courses taught as a lecturer in the department and may also include laboratory courses taught by the lecturer as a graduate teaching associate in the department.

1.8 Starting Fall 2011, evaluation procedures, criteria, and timelines shall be made available to lecturers by the end of the third week of the first quarter of their appointment. There shall be no change to the criteria and procedures during the evaluation process. (UM 305.11)

1.9 Prior to any evaluation, lecturers shall be given no fewer than 14 days to provide course syllabi or other documents specified in Section 5.5.1.

1.10 Evaluations shall be reported on Appendix 27B, a standard university form, and shall include the information described in Section 4.

1.11 At each level of the evaluation, lecturers shall have an opportunity to read and discuss the evaluation with the Evaluation Committee or the department chair and to submit a response or rebuttal that shall accompany the evaluation. (CBA 15.5, UM 305.11)

1.12 A copy of the evaluation with all responses and rebuttals shall be placed in the lecturer's Personnel Action File. (CBA 15.8 and 15.27, UM 305.15)

1.13 Results of evaluations will be used in making decisions regarding one-year and three-year appointments (entitlements). (CBA 12.12g and 12.13)

1.14 In addition to academic background and teaching experience, results of evaluations will be used to determine if a lecturer is qualified to teach a specific course. (CBA 12.29)
1.15 Results of evaluations may be used in decisions to recommend or deny a range elevation. (CBA 12.16 to 12.20)

2. Frequency of Evaluations

2.1 Lecturers who have taught a total of three quarters shall be evaluated. (CBA 15.24)
2.2 Lecturers with a one-year contract (entitlement) shall be evaluated at least once each year. (UM 305.15)
2.3 Lecturers with a three-year contract (entitlement) shall be evaluated at least once during the term of their contract (at least once every three years). (CBA 15.26, UM 305.15)
2.4 Lecturers appointed for two quarters or less may be evaluated at any time at the discretion of the department chair, following the procedures specified in Sections 1, 4, 5, 6, 7.3, and 7.4. (CBA 15.25, UM 305.15)
2.5 Lecturers may request an evaluation at any time. (CBA 15.25, UM 305.15)

3. Evaluation Committee

3.1 The Evaluation Committee shall consist of three full-time tenured faculty members. No non-tenured faculty members may serve on the committee. (UM 305.11 and 305.15)
3.2 The committee members may be elected by the department or chosen by the department chair, but the method of selecting the committee members must be approved by majority vote of the full-time tenure-track faculty in the department. (UM 305.15)
3.3 Members of the Evaluation Committee shall serve a term of two years.
3.4 A chair shall be selected by the members of the Evaluation Committee.
3.5 Duties of the Evaluation Committee are to inform lecturers regarding evaluation procedures and timelines; summarize and interpret student assessment scores; arrange classroom observations and interpret reports from those observations; evaluate materials provided by the lecturers as specified in Sections 6.7, 6.8, and 6.9; summarize and interpret other signed, written communications from faculty or students, as described in Sections 5.7 and 6.10; complete the first page of Appendix 27B; meet with lecturers to discuss evaluations; and forward Appendix 27B to the department chair.

4. Evaluation Criteria (UM 305.15 and Appendix 27B)

4.1 Summaries and interpretation of the instructional assessment by students for each course taught during the evaluation period, as described in Section 5.
4.2 Interpretation of classroom observations by tenure-stream faculty, as described in Section 6.
4.3 Evaluation of teaching performance based on documents such as syllabi, outlines, handouts, and other course materials provided by the lecturer, as described in Section 6.
4.4 Interpretation of signed student and faculty input. The department recognizes that lecturers have little control over signed student and faculty input. Lecturers with an exceptional teaching record may receive no student or faculty input. Although there is no requirement for signed student and faculty input, such additional evidence of teaching performance may be considered by the Evaluations Committee.

4.5 Self-evaluation by the lecturer (required only for lecturers eligible for a three-year entitlement), as described in Section 6.9.

4.6 A summary statement provided by the Evaluation Committee that highlights examples of excellence in teaching performance, identifies areas in which requirements were satisfied, and provides specific constructive suggestions for improvement as appropriate.

4.7 A statement provided by the department chair that includes an evaluation of teaching performance, an assessment of performance of any other assigned and related duties, and a description of any documented instances of serious conduct problems. (CBA 12.12, 12.13)

5. Instructional Assessment by Students

5.1 General requirements. Failure to meet these general requirements may be considered evidence of unsatisfactory performance.

5.1.1 Instructional assessment by students is required for every section of every course taught during the evaluation period, as defined in Section 1.7.

5.1.2 Department-approved procedures (see Appendix A) must be followed when conducting student assessment.

5.1.3 Separate student assessment forms shall be submitted for lecture and laboratory courses if student populations are different.

5.2 Departmental evaluation of student assessment results shall be based on all questions on the standard departmental instructional assessment form, with emphasis on Questions 9 and 10 relating to overall instructor effectiveness and course quality, respectively.

5.3 Student assessment scores for Questions 9 and 10 will be summarized for all courses taught during the evaluation period, and the cumulative percentage of scores in the Very Good and Good categories will be calculated for each question.

5.4 For lecturers eligible for a one-year appointment, a minimum of 60% of scores in the Very Good and Good categories, cumulative across all courses taught during the evaluation period, shall be considered satisfactory. Cumulative scores of 50% to 60% in the Very Good and Good categories may be considered satisfactory only if there are one or more mitigating circumstances (Section 5.6).

5.5 For lecturers eligible for a three-year appointment, a minimum of 70% of scores in the Very Good and Good categories, cumulative across all courses taught during the evaluation period, shall be considered satisfactory. Cumulative scores of 60% to 70% in the Very Good and Good categories may be considered satisfactory only if there are one or more mitigating circumstances (Section 5.6).

5.6 Evidence of mitigating circumstances that may compensate for student assessment scores below the minimum standard (60% Very Good and Good for one-year appointments and 70% Very Good and Good for three-year appointments).

5.6.1 Student assessment scores clearly improved during the evaluation period.

5.6.2 Student assessment scores were below the minimum standard in only one course, and at least two other courses had scores above the minimum standard.

5.6.3 Student assessment scores were below the minimum standard only in courses taught for the first time by the lecturer, and at least two other courses had scores above the minimum standard.

5.7 Other signed written communications provided by students that are included in the lecturer's Personnel Action File shall be considered in the evaluation process and may provide supporting evidence for satisfactory or unsatisfactory performance. (CBA 15.17b)

5.8 Appendix 10 of the University Manual shall govern all student assessment procedures not specified in the appendix to this document.

6. Peer Evaluation of Teaching Effectiveness

6.1 Classroom observations by tenure-stream faculty in the department shall be conducted at the frequencies specified in Section 6.2. A lecturer may request additional classroom observations. Lecturers and the Evaluation Committee are jointly responsible to ensure that the required classroom observations are conducted.

6.2. Frequency of classroom observations

6.2.1 Lecturers who are eligible for a one-year appointment and have taught at least 24 units during the current academic year shall have one classroom observation during the spring quarter. The classroom observation shall be conducted in a lecture course whenever possible.

6.2.2 Lecturers who are eligible for a three-year appointment and have taught at least 24 units during the current academic year shall have two classroom observations during the spring quarter. The classroom observations shall be conducted by a different individual and in different lecture courses whenever possible.

6.3 The Evaluation Committee shall identify tenure-stream faculty members to conduct the classroom observations. The individual conducting the classroom observation will then confer with the lecturer to determine an appropriate date and time. At least five days notice shall be given before the classroom observation. (CBA 15.14)

6.4 The lecturer being observed shall provide to the observer the course syllabus and any lecture notes, outlines, or other materials available to students for that lecture.

6.5 A written report shall be submitted to the chair of the Evaluation Committee within two weeks of the classroom observation. The report shall be written on the Peer Evaluation of Classroom Teaching form available in the Biological Sciences Department office. The report shall address all observations of teaching performance as indicated on both sides of the form.

6.6 At the same time the report is submitted to the chair of the Evaluation Committee, one copy of the report shall be sent to the lecturer and another copy shall be placed in the lecturer's personnel action file (PAF).

6.7 During the spring quarter and at other times upon request, lecturers shall provide course documents to the chair of the Evaluation Committee. These documents include syllabi, lecture outlines, Power Point lectures, Blackboard exercises, writing assignments, scoring rubrics, quizzes, and exams that clearly demonstrate effectiveness in teaching and a commitment to teaching excellence.

6.8 Lecturers are expected to keep abreast of recent developments in their subject. They are encouraged to provide documentation to the Evaluation Committee of participation in on-campus conferences or workshops as well as other evidence of professional development.

6.9 Lecturers eligible for a three-year appointment shall submit a one-page self-evaluation highlighting their accomplishments and areas of improvement during the preceding three years as well as remaining challenges and specific goals for continued professional development.

6.10 Signed written communications or evaluations provided by tenure-stream faculty that are included in the lecturer's Personnel Action File shall be considered in the evaluation process and may provide supporting evidence for satisfactory or unsatisfactory performance. (CBA 15.17b)

7. Timeline of Evaluation Process (CBA 15.4, UM 305.11 and 305.15)

7.1 Evaluations will normally be conducted at the end of the spring quarter immediately after summaries of student assessment results for spring quarter courses are available. The spring quarter will be included in the evaluation period.

7.2 General timeline for spring evaluations.

Third week of spring quarter. The Evaluation Committee sends evaluation procedures, criteria, and timeline to all lecturers under review, and answers their questions about the evaluation procedure.

Fifth week of spring quarter. The chair of the Evaluation Committee notifies active lecturers who have taught at least three quarters in the department, including the ongoing quarter, that they will be evaluated and should submit course documents and evidence of professional activities, as described in Sections 6.7 and 6.8. Lecturers with a three-year contract should also submit course documents and evidence of professional activities each spring quarter, regardless of whether they are being evaluated that year (Section 2.3).

Fifth week of spring quarter. The chair of the Evaluation Committee posts written announcements, in prominent places, containing the names of lecturers being considered for one-year and three-year appointments; the name of the chair of the Evaluation Committee to whom signed comments or recommendations should be sent; and the deadline (date and time) for receipt of signed comments. The purpose of this announcement is to solicit input from students and tenure-stream faculty (Sections 4.4, 5.7, and 6.10).

Ninth week of spring quarter. Deadline for lecturers to submit documents described in Sections 6.7 and 6.8.

End of spring quarter. For each lecturer who taught during the spring quarter, the Evaluation Committee summarizes spring quarter student assessment responses for Questions 9 and 10, cumulative across all courses. Summaries of student assessments from previous quarters should already be available.

Late June. Deadline for Evaluation Committee to complete Appendix 27B forms and meet with each lecturer who is under review to discuss the evaluation. Lecturers then have one week to submit a response or rebuttal to the Evaluation Committee report.

Early July. Deadline for department chair to write an assessment and meet with each lecturer under review to discuss the assessment. Lecturers then have one week to submit a response or rebuttal to the department chair's assessment.

Middle of July. Completed evaluation report and lecturer response or rebuttal is placed in the lecturer's Personnel Action File.

7.3 Evaluations conducted at other times of the year by request of the department chair or the lecturer would follow a similar procedure.

7.4 Regardless of the academic quarter in which an evaluation is conducted or who requested the evaluation, specific dates for each step in the evaluation timeline shall be made available to lecturers no later than 14 days before the evaluation process begins.

Appendix A: Instructional Assessment by Students: Procedure for Administering Assessment Forms

Approximately 10 minutes before the end of the class meeting, identify two student volunteers to distribute and collect the Instructional Assessment Forms. Provide the student volunteers with an envelope with the instructor's name, class number, subject area (course prefix, e.g. BIO), catalog number (e.g. 110), course name, and the quarter and year. Ask the student volunteers to collect the completed forms and place them in the labeled envelope, and require that both students immediately deliver the envelope to the Biological Sciences Department office (Room 8-119). In lieu of using students, the instructor may request the evaluation be conducted by a faculty colleague or graduate teaching associate. If the Biology Office door is locked, the students should either shove the Instructional Assessment Forms under the office door, or turn in the forms to the Biology Office the next business day.

Write on the board the following: instructor's name, class number, subject area (course prefix, e.g. BIO), catalog number (e.g. 110), course name, and the quarter and year.

Read the following statement: *"This is an instructor evaluation. Your serious response to the questions on the form will assist in improving the quality of instruction. You must use a #2 pencil to mark in the bubbles on the form. Be sure to fill in the information at the top of the form. DO NOT WRITE COMMENTS ON THE BACK OF THE FORM. After completing the questionnaire, return the forms to the person conducting the evaluation."* **The instructor must then leave the room.**

If an instructor wishes, a separate sheet will be provided for written comments. Written comments may be completed after students have submitted the Instructional Assessment Form. Students may sign their comments.

If there are two or more instructors in the course, be certain that students understand the evaluation is for a single instructor, and that the instructor's name must be written at the top of the form. It is recommended that evaluations be administered as close to an instructor's last participation in the course as possible.

Remind students that the instructor will not be given the results of the assessment until after grades are turned in.

The completed forms should be submitted in a sealed envelope (provided by the instructor) to the Department Office immediately after class. The envelope must be properly labeled with the instructor's name, class number, subject area (course prefix, e.g. BIO), catalog number (e.g. 110), course name, and the quarter and year. Separate envelopes should be used for Instructional Assessment Forms and for written comments.

The department-approved form for Instructional Assessment by Students is on file in the Biological Sciences Department.