COVER SHEET FOR PROPOSED CHANGES TO DEPARTMENT/COLLEGE
PERSONNEL PROCEDURES

In order to facilitate a complete and expeditious review by the Personnel Planning and Review Committee (PP&R) of the change(s) you propose to your personnel procedures, please adhere to the format described below, and also fill out the Background Information. Attach this memo as a cover sheet for the written material you submit to PP&R. PP&R assumes that the initiating Department or College Committee has determined that the proposed new or revised procedures are consistent with Section 600 and with the Collective Bargaining Agreement.

FORMAT: Please use a complete copy of your existing procedures as the starting point for the proposed revisions that you submit to PP&R for approval. Strike over any text that you wish to have deleted from your written procedures, and/or underline any text that you wish to have added to your written procedures.

BACKGROUND INFORMATION:

1. Are proposed changes those of College or Department? (check one)

2. Date that current proposed changes were sent forward: 05/30/18

3. Department or College initiating proposed changes: Child and Adolescent Development

4. Describe briefly the general reason(s) for your proposed change(s) (e.g., "proposed changes were initiated by the Department in response to a request from the College Personnel Committee, which felt that existing promotion criteria were too rigorous").

This is our standard 5-year review (lecturer personnel procedures).

5. For Department Personnel Procedures, list the date the department faculty voted to approve the proposed changes: 05/30/2018

6. For College Personnel Procedures, list the date the college faculty voted to approve the proposed changes: ____/____/____

FOR DEPARTMENT PERSONNEL PROCEDURES: (Sign & Print Name)

[Signature]

Chair, Department Personnel Committee

[Signature]

Department Chair

[Signature]

May 30, 2018

Date

FOR DEPARTMENT PERSONNEL PROCEDURES & COLLEGE PERSONNEL PROCEDURES:

[Signature]

Chair, College Personnel Committee

[Signature]

College Dean

[Signature]

Chair, Personnel Planning and Review Committee

[Signature]

May 30, 2018

Date

May 30, 2018

Date

5/13/2018

Date

04-JUNE-2018

Date

6/19/18

Date

(for PP&R use only)

S'18

F'18 (For changes in criteria)

S'23

Approval Date

Effective Date (see attached)

Date of Next Review

Revised 10-16

n: forms/personnel procedures cover
Department of Child & Adolescent Development
Lecturer Personnel Policies & Procedures
Approved May 9, 2018

Introduction: The Department of Child and Adolescent Development strives to present the CSUN community (students and colleagues alike) with the most effective faculty professionals. As a large undergraduate and interdisciplinary department, our work extends across a broad range of interconnected fields, topics, and expertise; thus our work is varied and dynamic in regards to our research, teaching, and service.

I. Lecturer Duties

The normal instructional load is considered to be the assigned weighted teaching units of instruction and between one and three scheduled office hours. The exact number of office hours is based upon the total number of units taught during a semester. Normally, the lecturer must schedule one office hour for every three units taught (with a maximum of three hours). Lecturers may be appointed for a maximum of 15 weighted teaching units based on the availability of funds and student enrollments. Lecturer duties are consistent with Section 700 of the CSUN Administrative Manual: Academic Personnel Policies and Procedures for Temporary Academic Personnel.

Each lecturer shall establish and maintain a Professional Information File (PIF) organized into three sections: (a) Professional Preparation (i.e., degrees and all teaching experience showing rank, institution and dates of service), (b) Teaching Effectiveness and Direct Instructional Contributions, and (c) Evidence of Currency in the Field. The PIF shall contain material the lecturer believes will support any request for subsequent appointment. Supporting materials may include evidence of effective teaching, peer evaluation(s) of teaching, comments by colleagues or students, etc. Student evaluations of faculty teaching (both quantitative & student comments) and formal observation reports are not to be included in the PIF since the Department Chair will file these in the lecturer’s Personnel Action File (PAF). The PAF is property of the University and shall be kept in the Department Office in a locked file cabinet.

II. Criteria for appointment and evaluation

A. Appointment

During the spring preceding the start of the following academic year, the Department of Child and Adolescent Development will advertise any anticipated
temporary faculty openings. The department will establish a deadline for accepting new applications and reappointment requests for current lecturers. In addition, the department will provide a timeline to submit the PIF for current lecturers. After the deadline, the department will establish a pool of qualified applicants as described in Section 700.

B. Personnel Committee Composition and Responsibilities

The Department of Child and Adolescent Development shall elect a Personnel Committee. The Committee normally consists of three or five, tenured faculty members. The Department Chair is not eligible for membership. The Committee’s responsibility is to conclude if the Lecturer’s performance has been satisfactory. The Committee shall establish a timely date for submission of Professional Information Files, and inform all Lecturers of the file submission date.

C. Evaluation Procedures for Reappointment

The Personnel Committee and the Department Chair separately and in writing shall provide an evaluation of the candidate with reasons based upon an analysis of the evidence presented. Appointments require cumulative periodic evaluation of the entire qualifying period prior to the award of an initial or renewal of a three-year entitlement. The written evaluation shall include a description of the candidate’s performance, which relates specifically to each of the criteria for making evaluations. The written evaluation shall be in the form of a letter addressed to the candidate. In the event that the Personnel Committee and Department Chair submit conflicting evaluations, all materials will be forwarded to the Dean of the College of Health & Human Development for a final decision.

A copy of the written evaluation shall be placed in the faculty member’s campus mailbox and otherwise made available upon request ten (10) calendar days before it is placed in the Personnel Action File. The faculty member may request a meeting to discuss the evaluation, to be held within those ten (10) calendar days. Following this meeting, the written evaluation may be revised by the mutual consent of the faculty member and the reviewing agency, provided that such revision shall not extend the timelines. The faculty member may also submit a rebuttal statement or response in writing. A copy of the response or rebuttal statement shall be placed in the Personnel Action File.

D. Range Elevation
   1. Eligibility and Criteria
      Lecturers who are interested in applying for a range elevation should seek the required conditional eligibility requirements through Section 712.2.

E. Criteria for Making Judgments
   1. Professional Preparation
The Department requires a Master's degree from an accredited Carnegie-classified Research Doctoral institution. Candidates without a Master's degree from a Carnegie-classified Research Doctoral institution may be considered as agreed upon by the Personnel Committee to meet Department and curricular needs. Candidates must possess a Master's degree (advanced doctoral students or candidates with an earned Ph.D. are preferred) in child and adolescent development, developmental psychology, clinical psychology, educational psychology, early childhood education, human development/human ecology, social work, counseling psychology, or a closely related field as agreed upon by the Personnel Committee to meet Department and curricular needs at the time of appointment.

2. Teaching Effectiveness and Instructional Contributions
   Teaching effectiveness refers to the instructor's success in providing learning experiences well-designed to achieve the Department's student learning outcomes, and educational objectives of classroom instruction. Instructional contributions are made primarily through teaching, and teaching effectiveness is an essential criterion for reappointment and salary advancement.

F. Evaluation of Teaching Performance

The candidate must demonstrate to the satisfaction of the Chair Personnel Committee (1) abilities as an effective university instructor, (2) abilities to support the Department's student learning outcomes, and (3) continued development of qualifications for teaching courses. The performance of the lecturer must be acceptable in all of these areas for reappointment to be recommended. For range elevation, the candidate must demonstrate continued effectiveness as a university instructor and continued professional development since their initial appointment or last range elevation. Accumulated teaching experience alone is not considered sufficient for range elevation. Teaching effectiveness and professional development of a lecturer will be assessed as follows:

1. Teaching Materials
   In order to be recommended for reappointment and/or salary advancement the lecturer will provide, in their Professional Information File, examples of exams, syllabi, lesson plans, and other classroom materials demonstrating (a) excellent teaching performance and competence as a university-level instructor in the discipline of child and adolescent development, (b) abilities to support the Department's student learning objectives, and (c) continued development of qualifications for teaching courses (e.g., participation in university-sponsored faculty development workshops, participation in the Society for Research in Child Development (SRCD) or Association for Psychological Science (APS) Teaching Institutes, participation in national professional association activities promoting effective university-level teaching, attending colloquia and symposia on topics to enhance content knowledge in the field).
2. Class Visits Visitation

(a) Each lecturer with the exception of lecturers holding 3-year entitlements shall be visited in their class once each academic year by either the Department Chair or a member of the Personnel Committee or designee. At minimum, lecturers holding 3-year entitlements shall be visited once every two years by the Department Chair, member of the Personnel Committee, or designee. The Department Chair or Personnel Committee may conduct additional visits if deemed necessary.

(b) A member of the Personnel Committee and the Department Chair, in separate consultation with the lecturer, will determine mutually agreeable dates for their class visits.

(c) Lecturers may request an additional visit(s) by the Personnel Committee or another tenured faculty member in the Department.

(d) A member of the Personnel Committee and Department Chair will provide a written report using the standard Department Class Observation Form. The Class Observation Form is available upon request from the Department Chair or the Chair of the Personnel Committee.

(e) Distribution of the class observation reports is as follows: The Department Chair will be responsible for distributing the original reports to the candidate, with file copies to the Department Chair, and the Chair of the Personnel Committee. The Department Chair is responsible for adding class observation reports into the candidate's Personnel Action File.

3. Procedures for Collecting, Processing, and Interpreting Written Student Evaluations of Teaching Effectiveness

(a) Each academic year, student evaluations of the lecturer's teaching effectiveness shall be administered in each course taught by the lecturer using the Department of Child and Adolescent Development's Student Evaluation of Faculty Form. In addition, the Committee/Department Chair may consult with students directly regarding the lecturer in accordance to Section 700.

(b) Student evaluation results for individual faculty will be placed by the Department Chair in each lecturer's Personnel Action File. These evaluations are reviewed by members of the Personnel Committee and Department Chair to make a recommendation for reappointment and/or salary advancement.
(c) As soon as they are available from the University, the Department Chair shall supply lecturers with a summary of all CADV student evaluation results that aggregate data across all Child and Adolescent Development faculty. These numbers will be used for comparison purposes for all lecturers.

4. Procedures for providing students the opportunity for consultation.

(a) Each year, students will be invited to consult with the Department Chair and Personnel Committee during the evaluation of lecturers in the Department. The date, time, and location will be announced through appropriate methods of communication such as postings on Department bulletin boards, the Department’s Web page, in classrooms and/or email.

(b) Students will be informed that they may request an additional appointment time to meet with the Department Chair or the Personnel Committee.

(c) Written statements from students regarding lecturers shall be handled in accordance with Section 700 of the Administrative Manual.

(d) Lecturers have the right to review and respond to student statements as per Section 700 of the Administrative Manual.

III. Optional Procedure Permitted by Section 700

A. Other sources of teaching effectiveness
Grade distributions, reports of formative class visitations from faculty outside the formal review process, professional letters of recommendation, and peer evaluations at other colleges/universities may also be included by the instructor in support of their file.

B. Contributions to the Field of Study
Research, publication, or equivalent creative activities beyond the terminal degree are not required for reappointment and salary advancement of Lecturers. However, scholarly books, and reviews that appear in scholarly or nationally recognized journals devoted 1) to the field of child and adolescent development; and/or 2) to pedagogical research and/or teacher education in the field of child and adolescent development may be considered in the evaluation process. Attendance at professional meetings including the Society for Research in Child Development, Society for Research on Adolescence, Association for Psychological Science, American Psychological Association, National Association for the Education of Young Children, and/or the American Educational Research Association in the field of child and adolescent development is encouraged to facilitate currency in the field of study.