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 □ procedures? (check one)

2. Date that current proposed changes were sent forward ______________________________

3. Department or College initiating proposed changes ______________________________

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.

5. For Department Personnel Procedures, list the date the department faculty voted to approve the proposed changes: 11/7/2017

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

FOR DEPARTMENT PERSONNEL PROCEDURES: (Sign & Print Name)

Nancy Madrigal
Chair, Department Personnel Committee
Date 11/8/17

FOR DEPARTMENT PERSONNEL PROCEDURES & COLLEGE PERSONNEL PROCEDURES:

Chair, College Personnel Committee
Date 11-Dec-2017

College Dean
Date 5/30/18

Chair, Personnel Planning and Review Committee

Approval Date 5/18
Effective Date (see attached) 5/21
Date of Next Review 5/23

Revised 10.16

n.orms:personnel procedures cover
Department of Child & Adolescent Development
Tenure-Track Personnel Policies & Procedures
Approved May 9, 2018

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I. Introduction
   A. Overview: 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.
   B. Acceptable Terminal Degree: The Department requires a Doctorate degree from an accredited Carnegie-classified Research University (RU). The Doctorate degree may be in child development, adolescent development, emerging adulthood, applied developmental science, human development, human ecology, developmental psychology, educational psychology or a closely related discipline as agreed upon by the Department tenure-track faculty to meet Department and curricular needs at the time of appointment.

II. Department Personnel Committee
   A. The Personnel Committee shall consist of three or five tenured professors of senior rank nominated and elected by all Department tenure-track faculty members. The focus of the Department Personnel Committee will be to provide candidates under review for retention, tenure, and/or promotion with specific feedback and judgments regarding their progress within the domains of university-level teaching effectiveness, contributions to the field of study, and service to the university & greater community. Candidates are encouraged to consult with the Personnel Committee and/or Department Chair at any time regarding questions about the Professional Information File, peer class visit reports, in addition to any other questions or concerns regarding the retention, tenure and promotion process.

III. Teaching Effectiveness Procedures and Evaluation
Each candidate for retention, tenure, and promotion shall be reviewed in accordance with the provisions in Section 600 of the Administrative Manual.
   A. Factors to Determine Teaching Effectiveness
      The department of CADV values when faculty engage in dynamic learning-centered teaching practices that contribute to student success. Any one of the following could be considered an important variable or significant contribution of teaching effectiveness:
      1. Developing innovative teaching approaches (e.g., learning-centered syllabus, transparent assignments, active learning techniques, formative assessments)
      2. Engaging with professional development efforts to augment teaching effectiveness (e.g., faculty development programs, e-learning institute, quality online learning and teaching)
      3. Developing effective instructional technologies (e.g., flipping the classroom, using audience response systems)
      4. Developing and teaching new courses
      5. Teaching a range of both upper division and lower division courses
      6. Teaching core upper division CADV courses
      7. Co-teaching or teaching collaborations with other departments
      8. Teaching large lecture courses effectively
9. Integrating high impact practices (e.g., service learning or internships; learning communities/cohorts; capstone courses; first-year seminars)
10. Training & mentoring students in the university classroom setting (e.g., peer mentors; peer academic leaders)

B. Sources of Evidence to Demonstrate Teaching Effectiveness
   1. Required PIF materials:
      a. Curriculum Vitae
      b. Narrative. In evaluating teaching effectiveness, it is the responsibility of the faculty member to explain the significance of their accomplishments and growth in teaching by reflecting on the following materials.
         i. Summaries of student evaluation forms and student comments [included in the Personnel Action File (PAF)]
         ii. Peer Class Visit Evaluations [included in the PAF]
      c. Select course syllabi
      d. Select supplemental materials. Other materials that may be used by the candidate to document teaching effectiveness. Topic areas may include, but are not limited to:
         i. Assignments and evidence of student learning (anonymized)
         ii. Direct supervision of internships, fieldwork, or service-learning
         iii. Development of quality instructional technology techniques
         iv. Professional development teaching activities
         v. New course/curriculum/program development
         vi. Student advising activities
         vii. Supervision of student projects/theses/independent studies
         viii. Other contributions to student achievement and success (e.g. pursuit of doctoral work, awards, scholarship, research)

C. Class Observation Procedures
   A member of the Personnel Committee and the Department Chair, in separate consultation with the candidates, will determine mutually agreeable dates for their class visits. Candidates may request an additional visit(s) by the Personnel Committee or another tenured faculty member in the Department. 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 Department Personnel Committee.

   1. Probationary Faculty (Assistant or Associate Professors without Tenure)
      Each probationary faculty member and faculty under consideration for retention, promotion and tenure, shall be visited in their class twice each academic year, once by the Department Chair and once by a member of the Personnel Committee or designees per Section 600 of the Administrative Manual.

   2. Associate Professors with Tenure
      In the year faculty are under consideration for promotion, they shall be visited in their class twice once by the Department Chair and once by a member of the Personnel Committee or designees per Section 600 of the Administrative Manual.
D. Student Evaluations of Teaching Effectiveness

1. The student evaluation of instruction instrument adopted by the Department will be administered, at minimum, in two courses taught by each tenure-track faculty member during each academic year.

2. Student evaluation of instruction summaries are provided to the faculty member and reviewed by members of the Personnel Committee and Department Chair. Copies of these summaries are placed into the candidate's Personnel Action File (PAF) by the Dean's Office staff.

3. As soon as available, the Department Chair shall supply to all full-time faculty members a copy of the summary data routinely provided by the University, along with the standard deviation for the sum of all Child and Adolescent Development faculty student evaluation of instruction scores. These numbers will be used for comparison purposes for all faculty involved in the Retention, Tenure and Promotion process, as well as providing all full-time faculty with a means of additionally evaluating their own scores.

4. Probationary Faculty (Assistant and Associate without Tenure)
   a. Probationary faculty during their first year of service will have the student evaluation of instruction instrument administered in at least two different classes in both Fall and Spring. In the case that a faculty member is teaching more than one section of the same course (e.g., 2 sections of CADV 150 and 2 sections of CADV 470), then student evaluations should be generated from both courses (i.e., one from 150 and one from 470).
   b. Probationary faculty will have the student evaluation of instruction instrument administered, at a minimum, in one section of each class taught each fall and spring semester.

5. Associate Professors with Tenure
   a. Tenured associate professors will have the student evaluation of instruction instrument administered, in at least one section each fall and spring semester.

E. Student Consultation of Teaching Effectiveness

1. Notices will be posted on Department bulletin boards, the Department's website, via electronic mail, in classrooms and by other appropriate methods of communication, advising students of the day, the hour and the location that they may consult with the Department Personnel Committee about faculty members being considered in the retention, tenure and promotion process.

2. Students will be informed that they may request an additional appointment time to meet with the Department Personnel Committee.

3. Written statements from students regarding faculty shall be handled in accordance with Section 600 of the Administrative Manual.

4. Faculty have the right to review and respond to statements as per Section 600 of the Administrative Manual.
IV. Contributions to the Field of Study
The Department of CADV recognizes various forms of scholarship and creative scholarly activities. Publication is a requirement for tenure and promotion. Each candidate for retention, tenure, and promotion shall be reviewed in accordance with the provisions in Section 600 of the Administrative Manual.

A. Publications: The following criteria clarify the definition of publication and shall be acceptable evidence of publication:
   1. Scholarly articles in field: An article published in a refereed professional or other scholarly journal or a letter of acceptance from such a journal with a draft of the submitted article.
   2. Scholarly books or book chapters: A book, book chapter or monograph published by a professional association or a recognized publisher of scholarly works.
   3. Scholarly article in teaching/pedagogy: An article published in a refereed professional or other scholarly journal in the scholarship of teaching/pedagogy.
   4. A textbook or trade book published by a professional association or a recognized publisher of university-level textbooks.

B. Creative Scholarly Activities: The following are examples of creative scholarly works and activities that are valued as forms of contributions to the field of study:
   1. Author of national association position statement or paper when officially accepted and published by a national professional organization.
   2. Significant contributor to published anthologies, professional study reports, and Education Resources Information Center (ERIC).
   3. Author of a media presentation (e.g., videos, online modules) accepted for education/commercial use.
   4. Instruction manual designed to complement a text when the manual is accepted for publication.
   5. A comprehensive electronic ancillary (e.g., website) designed to complement a text and subjected to an external peer review.
   7. Manuals, handbooks, workbooks, curriculum guides, or interventions with a target audience of youth, caregivers, parents, or professionals.
   8. Author of an Opposite the Editorial Page (Op-ed) appearing in a newspaper or online news forum which facilitates the translation of research to practical applications that enhance human health, development, education, or well-being.
   9. Author of a funded or renewed grant proposal to either a government agency (e.g., National Institutes of Health, National Science Foundation, U.S. Department of Education, California Department of Education), or an agency that advances the professional development/experiences of students at the university (e.g., AmeriCorps, Jumpstart, research training grants).
   10. Program review (i.e., self-study reports)
   11. Government sponsored reports or technical reports.
C. Criteria for Evaluation of Creative Scholarly Activities:
   1. Any scholarly work that does not have an inherent peer review process must be submitted for external peer review with these guidelines.
      a. The external peer review process must be initiated/requested in time to be included in the PIF, and to meet the submission date set by the department.
      b. The term “peer” refers to individuals outside of CSUN who have competence in the subject area of the material to be reviewed.
      c. Normally the reviewers would be from academic backgrounds consistent with the subject matter.
      d. The peer review will be conducted by three peers, one selected by the faculty member, one selected by the Department Chair, and one selected by the Department Personnel Committee.
      e. Each external reviewer will provide a written evaluation of the work and its impact in the field of study.
   2. Other considerations for contributions to the field of study
      a. There should be a pattern of scholarly productivity evidenced by publications or creative scholarly work for advancement in rank.
      b. As an interdisciplinary field, collaboration is common and valued in all areas of scholarship, service, and teaching. First-authored and single-authored publications are valued; equally valued are publications and scholarly outcomes in which an author is identified as other than a first or sole author.
      c. Reviews of books, monographs, or professional/scholarly journal articles, or editorship of professional proceedings of conferences are considered creative or scholarly activities. These activities should be listed under professional contributions.
      d. Revision of previously published materials may be counted as a publication providing the Department Personnel Committee has established that substantial new material has been included.

V. Contributions to the University and Community Procedures and Evaluation
All faculty members are expected to participate in service at the University, College, and Department level. Candidates for retention, tenure, or promotion are expected to meet the requirements of Section 600 with regard to contributions to the University and Community. Special consideration shall be given to service that promotes the mission and goals of the Department, College, and University.

A. Probationary Faculty (Assistant or Associated without Tenure)
   1. All faculty, after their first probationary year, are expected to contribute to the department.
   2. Significant contributions at the department level are expected (e.g., Curriculum, Assessment, Search committee).

B. Associate Professors with Tenure
   1. CADV departmental level leadership is required (e.g., chair of essential committees such as assessment, curriculum, search committee, personnel, program review, internship coordinator, honors coordinator, department chair).
2. Significant contributions in effective participation in faculty and student affairs at various levels (University, College, and Department).
3. Identification as being effective in student advisement, mentoring, and retention activities is highly desirable.
4. Community service is desirable, but not required.

C. Additional criteria for promotion

1. Clarification of the term “Community Service”
   Community Service involves contribution of unpaid or underpaid “services” to community agencies and organizations which draw upon the academic expertise and professional competence of the candidate.

2. Clarification of the term “Effective Participation”
   “Effective participation” should be documented by the candidate to reflect elements such as the nature of the committee assignment, the expenditure of time, the nature of the contribution made by the candidate, and the significance of this involvement as it contributes to the mission of the University.

3. Exceptional service in administrative roles that are integral to the functioning of the Department (e.g., Department Chair, Coordinator of Advisement Services, Internship Coordinator, Assessment Coordinator) will be valued as significant evidence of “effective participation.” Evidence of exceptional service in such administrative roles will be documented in the form of a letter from the Department Personnel Committee or College Dean that the candidate may place in the Professional Information File.