

**COVER SHEET FOR PROPOSED CHANGES TO DEPARTMENT/COLLEGE  
PERSONNEL PROCEDURES  
SECTION 700 (LECTURERS)**

HHD

CADV

COLLEGE

DEPARTMENT

In order to facilitate a complete and expeditious review by the Personnel Planning and Review Committee (PP&R) of the changes 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 coversheet for the written material you submit to PP&R. The Department and College Committees are responsible for ensuring that the proposed procedures are consistent with Section 600 or Section 700, and with the Collective Bargaining Agreement.

**FORMAT:** *A complete Word version of your existing procedures is required as the starting point for the proposed revisions. Any proposed changes to your existing procedures must be indicated using the Track Changes feature of Word. The personnel procedures and a cover sheet are required to be submitted even if there are no proposed changes.*

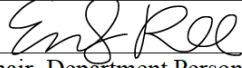
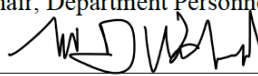
**BACKGROUND INFORMATION:**

1. **CHECK ONE:** Are proposed changes those of College  or Department  procedures?
2. Date that current proposed changes were sent forward 11/4/2022
3. **For Department Personnel Procedures:**
  - a. Indicate the date the department faculty voted to approve the proposed changes: 11/3/2022
  - b. Indicate the date the CPC voted to approve the proposed changes: 12/13/2022
4. **For College Personnel Procedures:**
  - a. Indicate the date the college faculty voted to approve the proposed changes: \_\_\_\_\_
5. **(Optional) Briefly state the rationale for your proposed changes:** This is our standard 5-year review.


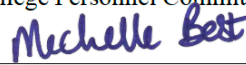
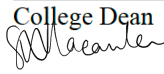
Please email the following to Faculty Affairs email at [faculty.affairs@csun.edu](mailto:faculty.affairs@csun.edu):

1. **WORD DOCUMENT WITH TRACKED CHANGES showing revisions to the personnel procedures**
2. **Signed Cover Sheet in PDF format.**

**FOR DEPARTMENT PERSONNEL PROCEDURES: (Sign & Print Name)**

	Emily Russell	11/4/2022
Chair, Department Personnel Committee		Date
	David Wakefield	11/4/2022
Department Chair		Date

**FOR DEPARTMENT PERSONNEL PROCEDURES OR COLLEGE PERSONNEL PROCEDURES: (Sign & Print Name)**

	Jimmy Xie	12/13/2022
Chair, College Personnel Committee		Date
	Mechelle Best	12/14/2022
College Dean		Date
	Sylvia Macauley	09/25/2023
Chair, Personnel Planning and Review Committee		Date

<i>(for PP&amp;R use only)</i>		
SP 2023	FA 2023 - retroactively FA 2026 for changes in criteria	FA 2027
Approval Date	Effective Date (see attached)	Date of Next Review

**Department of Child & Adolescent Development Lecturer Personnel Policies &  
Procedures  
(Approved by CADV Faculty 11/3/2022)**

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 Semester 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 and Human Development for a final decision.

A copy of the written evaluation will be emailed to the faculty member and otherwise made available upon request ten (10) calendar days before it is placed in the Personnel Action File (PAF). 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 PAF.

## **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 at minimum a Master's degree or C.Phil designation 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 or C. Phil designation (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

- a. Each Lecturer, with the exception of lecturers holding 3-year entitlements, shall be visited, at minimum, once in each class each academic year (i.e., Fall Semester and/or Spring Semester) by the Department Chair and/or a member of the Personnel Committee or designee of the Committee. In the case that a faculty member is teaching more than one section of the same course (e.g., 2 sections of CADV 150), only one section will be visited. 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, a designee, and/or 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. Observers 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. The observation reports will be submitted directly to the candidate by their observer(s), 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 (i.e., Fall Semester and/or Spring Semester) 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. Notices will be distributed via electronic mail, and by other appropriate methods of communication, advising students that they may submit written feedback to the Department Personnel Committee about part-time faculty members. Students will be advised that the feedback will not be anonymous.
  - b. The Department Personnel Committee will determine if feedback is *substantive* and *pertinent* and initiate the consultation process in accordance with Section 700 of the administrative manual.
  - c. If the College Dean also determines that the student feedback is *substantive* and *pertinent*, it will be placed in the faculty member's PAF.
  - d. Faculty will receive a copy of any feedback, which includes the student's identity.

### **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.

**C. Currency in the Field**

We expect Lecturers to maintain currency in the field. The following are examples of ways in which Lecturers can maintain currency in the field:

1. Attending professional meetings, such as 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.
2. Participating in workshops advancing skills and knowledge of evidence-based, university-level teaching pedagogy.
3. Participating in workshops and programming focused on equity-minded teaching, or anti-racist teaching practices.
4. Content-specific training to enhance skills and competencies relevant to current course teaching assignments.