



# **CALIFORNIA STATE UNIVERSITY, CHICO**

## **Department of Child Development**

### **Personnel Policies and Procedures**

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## **PERSONNEL POLICIES AND PROCEDURES MANUAL**

The Department of Child Development (CHLD) adheres to the Faculty Personnel Policies and Procedures of the University (FPPP), the College of Behavioral and Social Sciences (BSS) Personnel Guidelines, and the Collective Bargaining Agreement (CBA).

### **I. COMMITTEE CHARACTERISTICS AND CHARGE**

#### **1. COMMITTEE RESPONSIBILITIES**

The Personnel Committee of the Department of Child Development will conduct its deliberations and report the results to the Child Department Chair in accordance to the University and College Personnel calendars. The Child Department Chair may elect to be included in department-level deliberations. The Personnel Committee is charged with the following:

- A. Evaluation of Child Development faculty with respect to the personnel actions of retention, tenure, and promotion.
- B. Evaluation of full-time temporary faculty, when appropriate, in the Child Development Department.
- C. Evaluation of part-time temporary faculty in the academic year in which they are teaching with respect to teaching effectiveness and other criteria (see appropriate sections).
- D. "Fifth-Year" or Post Tenure Periodic Evaluation of full-time tenured faculty.
- E. Evaluation of the Child Department Chair according to policies set by the Child Development Department.
- F. Recruitment and selection of the part-time temporary faculty and any full-time temporary faculty shall be conducted by the department chair with consultation from the Department of Child Development Personnel Committee chair. Position definition, recruitment and selection of tenure-track probationary faculty shall be conducted by a Department Hiring Committee composed of the department chair and at least three department faculty elected by and from the probationary and tenured members.
- G. Formulation of operating policies and procedures to govern evaluation, reporting, recruitment, and selection activities. Those policies and procedures shall be subject to Department of Child Development Faculty approval, as needed. Techniques for the implementation of these policies and procedures shall be developed at the discretion of the faculty.

#### **2. COMMITTEE ORGANIZATION**

##### **A. Membership**

The membership of the Personnel Committee will be elected by the tenured and probationary voting members of the Department of Child Development faculty and shall consist of at least three members. Only Full Professors are eligible to participate in reviews involving retention and promotion to Full Professor and fifth-year evaluations; Associate Professors may participate in tenure decisions and in reviews involving retention and promotion to Associate Professor (see appropriate sections of the FPPP). The membership of the committee shall be ratified by the tenured and probationary voting members of the Department of Child Development faculty at the last committee meeting of the academic

year for service in the succeeding year. The Department Chair may elect to serve on the personnel committee.

B. Service

Service shall be for one year.

C. Hiring Committee Augmentation

In years when the Department of Child Development is recruiting and selecting for full-time probationary positions, the Personnel Committee may be augmented with all tenured Child Development Faculty and Probationary Child Development Faculty to become the Hiring Committee.

The Personnel Committee may be augmented to include all tenured and probationary faculty, and the Child Development Chair, for purposes of selecting a pool of persons eligible for part-time and full-time temporary teaching assignments.

An 'Applicant Pool' file will be kept in the department office and will be active for one year after receiving the applicant's materials. Each year the department office will notify all persons in the applicant pool, in writing, that they are no longer eligible for consideration unless a new application letter is filed. Periodically, an advertisement will be placed in the media to recruit for the part-time and full-time pool.

D. Chair

The Chair will be responsible for the conduct of all Personnel Committee activities. The selection of the Chair for the subsequent year will take place at the last faculty meeting of the academic year.

E. Secretary

The Personnel Committee will select a Secretary, from the committee who will be responsible for keeping an accurate record of the decisions made by the committee.

F. Quorum

A quorum of the Personnel Committee will consist of two-thirds of its members physically present.

G. Confidentiality

Any unauthorized discussion of personnel matters, exclusive of policy and procedures, with non-members of the Personnel Committee is considered a breach of confidentiality. To secure the confidentiality of committee discussions and decisions, it is agreed the committee will investigate any indication of information leaks. In the case of any proven breach of confidence, the Chair of the Department of Child Development and Dean of Behavioral and Social Sciences will be notified and appropriate disciplinary action taken in accordance with University policy.

H. Voting Procedures

All final decisions regarding individual promotion, tenure, and retention will be obtained by secret ballot. No proxies will be permitted. The Personnel Committee's final recommendation will be forwarded to the Chair of the Department of Child Development along with any minority reports as required by the current FPPP.

### 3. COMMITTEE PROCEDURES

- A. The committee will specify in detail the procedures to be followed in implementing the review policies of the Child Development Department. This section shall be termed the "Committee Operating Procedures" and is found in Part IV of this document.
- B. The operating procedures are to be reviewed, revised if necessary, and approved by the committee at the beginning of each academic year. The approved procedures then become the operating document for the committee that year.
- C. The operating procedures are to be given to each candidate prior to the initiation of any review cycle.
- D. The Committee Chair shall act as liaison between candidate(s) and the committee and:
  - 1) Provide copies of personnel materials which are pertinent to the review, including policies and procedures documents and documents which might be helpful in preparation of the working file.
  - 2) Meet as needed over the course of the review to answer questions about file preparation and committee policies and procedures.
  - 3) Generally keep candidates informed about their rights and responsibilities with respect to the review process.
  - 4) Help candidates develop a representative dossier as required by the FPPP.

## **II. FULL TIME FACULTY RETENTION, TENURE AND PROMOTION**

### 1. GENERAL REQUIREMENTS FOR RTP

- A. Faculty Code of Ethics: Child Development Faculty are expected to conduct themselves in accordance with the established Faculty Code of Ethics. (see appropriate sections in the FPPP document)
- B. Other regulations as defined in the current faculty-administration CBA and in the FPPP shall apply.
- C. Mandatory Meeting with Department Chair/Child Personnel Committee Chair: Prior to submitting the dossier and related materials, tenured and tenure-track faculty who apply for promotion shall meet with the Department Chair and Personnel Committee Chair to discuss the Child Department's specific criteria and standards for that promotion. This meeting may be waived by the faculty member upon submission of a signed document specifically waiving the need to discuss these criteria and standards. At the conclusion of this meeting, the candidate for RTP shall submit a document for his/her dossier specifying that all questions regarding the Department's criteria and standards for the desired personnel action have been answered. This document shall not waive any faculty rights to grieve a personnel decision as granted in the FPPP or in the CBA.

### 2. EVALUATION AREAS FOR RTP: DEPARTMENT STANDARDS

CHLD Faculty under review for RTP will be assessed on their performance in four evaluation areas: Instruction, Professional Growth and Achievement, Other Contributions to the

University and Community, and Contribution to the Strategic Plan of the Child Development Department, College, and University.

A. Teaching and Related Activities

Effective teaching is the first and indispensable requirement for retention, tenure, and promotion.

- 1) The Personnel Committee shall consider the following areas of evaluation of teaching:
  - (a) Knowledge of the field
  - (b) Organization
  - (c) Communication effectiveness
  - (d) Utilization of appropriate teaching methods and student learning experiences
  - (e) Student interaction and involvement with instructor and each other
  - (f) Ability to develop and implement rigorous evaluation procedures

B. The Personnel Committee will review the following sources of evidence and areas of contribution to the learning environment:

- 1) A self-reflective and evaluative statement which addresses the candidate's teaching philosophy, teaching strategies and objectives and how these have affected instructional strengths/weaknesses, and student learning goals and assessment of those goals. In addition, a statement of how teaching and scholarly interests relate to and support one another.
- 2) Selected course materials including syllabi, tests, table of contents of textbooks, handouts, assignments, and examples of student achievement.
- 3) Peer evaluations: For tenure-track faculty, peer evaluations of teaching will include written reports of direct teaching observations each academic year.
- 4) Student Evaluations of Teaching (SET).
- 5) See Part VII for information related to the administration of SET.
- 6) Candidates will submit an accurate summary of the SET data by each course and interpretation of data. Candidates shall incorporate written student comments in their dossier in compliance with the most recent Collective Bargaining Agreement, Sections 15.17.a and 15.17.b where it states specifically:
  - (a) Student evaluation collected as part of the regular student evaluation process shall be anonymous and identified only by course and/or section. The format of the student evaluations shall be quantitative (e.g., "Scantron" form, etc.) or a combination of quantitative and qualitative (e.g., space provided on the quantitative form for student comments). Any student communications or evaluations provided outside of the regular evaluation process must be identified by student's name and included in a Personnel or Personnel Action File.
  - (b) Additionally as noted in the FPPP, for online evaluations, linking a student to his or her answers will not be stored.
- 7) Other relevant contributions and achievement in the learning environment (not listed in order of significance) such as:

- (a) Contributions to Department, College, and University Strategic Plan and Goals
- (b) Evidence of curricular and department development
- (c) Evidence of contributions to the Child Development Department's ongoing assessment plan
- (d) Evidence of participation of student advising or participation with student groups
- (e) Evidence of mentoring students (e.g., Honors, independent studies, internships, masters projects/thesis)
- (f) Evidence of collaborative teaching activities
- (g) Evidence of regularly evaluating and changing course based on findings
- (h) Evidence of use of technology in student learning
- (i) Evidence of contributions to pre-K through grade 12 and/or service learning
- (j) Evidence of effective and/or innovative teaching in General Education
- (k) Evidence of taking on courses that require additional work or responsibilities
- (l) Evidence of interdisciplinary teaching and activities
- (m) Evidence of meeting the instructional mission of the Department

#### C. Professional Growth and Achievement

Professional and scholarly activities are viewed as essential in the academic community. CHLD candidates are expected to engage in activities that provide for on-going growth, enrichment, contribution to and recognition in the CHLD profession. CHLD candidates will prepare a reflective, self-evaluative, statement that addresses professional and scholarly activities, what he/she does and why, how it has evolved, where it might be going, and how it has affected the candidate's teaching. In its deliberations, the committee will consider the candidate's self-evaluation, and other evidence of professional activity and scholarship in the areas identified below.

In the Child Development Department, both research and application accomplishments in Professional Growth and Achievement are considered valuable. Determination of the summary evaluations (superior, effective, adequate, and inadequate) will be based on the impact of work to the field of Child Development. Dissemination, audience, and quantity may also be considered.

Accomplishments are recognized at the levels of international, national, regional, state, local, professional meetings, other universities, and community. The items below are possible contributions and are not listed in order of significance

- 1) Authorships and editorships at primary or non-primary authorship levels. Research, practice, and application venues are considered contributions (not listed in order of significance);
  - (a) Books
  - (b) Books chapters
  - (c) Journal articles
  - (d) Application and practice articles



- (e) Symposium reports
  - (f) Theoretical papers
  - (g) Abstracts
  - (h) Monographs
- 2) Types of Publications
- (a) Scholarly
  - (b) Research
  - (c) Peer-reviewed
  - (d) Professional
  - (e) Electronic
  - (f) Non-print
  - (g) Topical
  - (h) Application-focused
  - (i) Practice-focused
- 3) Grants and Contracts
- (a) Awarded
  - (b) External reviewed
  - (c) Internal reviewed
  - (d) Grants written and submitted
  - (e) Participation in the grant review process
- 4) Conferences/Professional Organizations
- (a) Elected office
  - (b) Board membership
  - (c) Reviewer of manuscripts
  - (d) Reviewer of conference presentations
  - (e) Invited speeches
  - (f) Presented papers
  - (g) Presented workshops
  - (h) Presentations
  - (i) Memberships
  - (j) Participation
  - (k) Attendance
- 5) Leadership and Mentoring Activities
- (a) Leadership activities

- (b) Interdisciplinary teaching
- (c) Research
- (d) Service
- (e) Taking on leadership roles in the community which enhance the field of child development
- (f) Organized work with junior faculty
- (g) Organized work with undergraduate students in area of research and/or leadership
- (h) Organized work with honors students
- (i) Awards and recognitions

**D. Other Contributions to the University and Community**

In addition to teaching and professional activity, faculty are expected to maintain involvement in the local Department and University community, and to contribute to the on-going governance and expressed Department, College, and University Strategic Plans and Goals.

- 1) In its deliberations, the committee will consider the following as evidence (not in order of significance) of other contributions to the University:
  - (a) Participation and leadership on Department, College, and University committees
  - (b) Chair positions on committees
  - (c) Administrative assignments
  - (d) Interdisciplinary and/or collaborative activities
  - (e) Participation in Academic Senate
  - (f) Participation in student-affairs activities and organizations
  - (g) Participation and service to the University as related to one's areas of expertise
  - (h) Participation in faculty/student colloquia
  - (i) Participation in student projects and research from other departments
  - (j) Election as an official or committee member of a professional group or society
  - (k) Other evidence the candidate chooses to submit
- 2) In its deliberations, the committee will consider the following (not listed in order of significance) as evidence of contributions to the larger community:
  - (a) Participation on community boards which are professionally relevant to the candidate's position
  - (b) Other evidence the candidate chooses to submit that is professionally relevant to the candidate's position

**E. Contributions to the Strategic Plans & Goals of the Child Development Department, BSS, & the University**

- 1) The candidate will be evaluated on performance in teaching, professional growth and achievement, and contributions to the whole University in terms of contributing to identified and strategic goals and priorities.

### 3. DOSSIER

Each candidate shall prepare a dossier. It shall include:

- A. A copy of these Department standards.
- B. A current curriculum vitae (CV) addressing period of review in available recommended format.
- C. An executive summary of achievements since the last review cycle (no more than two pages).
- D. An expanded narrative. The case should be made that the candidate has met or exceeded expectations as stated in the Department standards and shall include minimally the following areas:
  - 1) Instruction
    - (a) Teaching Philosophy: A reflective, self-evaluative statement shall address the candidate's teaching philosophy, strategies/objectives and how these have affected the candidate's teaching. Include the goals set for students and how students achieve those goals. It is recommended that the candidate use the Seven Principles for Good Practice in Undergraduate Education to guide the narrative.
    - (b) Integration of Teaching and Scholarship: In one-page, the candidate shall explain how his/her teaching and scholarly interests relate to and support one another.
  - 2) Professional Growth and Achievement

Professional and scholarly activities are viewed as essential in the academic community. CHLD candidates are expected to engage in activities that provide for on-going growth, enrichment, contribution to and recognition in the CHLD profession. CHLD candidates will prepare a reflective, self-evaluative, statement that addresses professional and scholarly activities, what he/she does and why, how it has evolved, where it might be going, and how it has affected the candidate's teaching.
- E. Support Materials. (as outlined by FPPP)
  - 1) Data and Interpretation: Teaching and Related activities.
    - (a) Summary of Student Evaluations of Teaching (Part I).

The candidate should include a copy of summary sheet for each course evaluated since the last review. Evaluations need to be grouped by sections of a course.
    - (b) Summary of Student Evaluations of Teaching (Part II).

The candidate should provide a narrative summary (one page) of the student comments from Part II of the SET form since the last review. This narrative should focus on identified strengths and weaknesses in teaching.
    - (c) Summary of Peer Evaluations of Teaching.

The candidate should provide a narrative summary (one page) of peer evaluations received and letter of support since the last review. This narrative should focus on

identified strengths and weaknesses in teaching, particularly those noted by multiple evaluations.

(d) Reflections on SETs and Peer Evaluations.

The candidate should provide a narrative reflection (one to two pages) on the evaluations of teaching provided by students and peers. Identify what was learned and what changes have been made to improve teaching as a result of these evaluations.

(e) List of courses taught at CSU, Chico during period under review:

The candidate should include course number, course title, year/semester taught, new course: yes/no, and new syllabus: yes/no.

2) Instruction Optional Documentation.

Must support teaching and may include contributions to elements of the University Strategic Plan, such as:

- (a) Pre-kindergarten involvement
- (b) K-12 involvement
- (c) General education involvement
- (d) Enhancement of instructional technology

3) Research, Scholarship, and Creative Activity:

(a) Provide a list of professionally relevant activities as specified in this document.

4) Service to the CHLD Department, BSS, University, profession, and/or community.

(a) Using department policies provide a list of service activities.

5) Contributions to the Strategic Plan and Goals of the CHLD Department, BSS, and University.

(a) Provide a summary of activities in this area.

6) Index of optional supplemental Support Materials.

4. RATINGS (see FPPP)

A. Teaching Effectiveness

Teaching effectiveness is the first, minimum, and indispensable requirement for retention, tenure, or promotion of teaching faculty. Student Evaluations of Teaching data (SET's) shall be used, but will not weigh excessively in the overall evaluation of instructional effectiveness, and shall not be used when determining a candidate's knowledge of his/her field. Therefore, it is in the candidate's best interests to carefully provide data in a manner that allows evaluators to accurately assess teaching performance. The candidate must diligently provide meaningful evidence, beyond SET's, of teaching performance.

1) Rating Definitions

In each written performance review report, the reviews of Instruction, Professional Growth and Achievement, and Other Contributions to the University and Community will each conclude with a summary evaluation. These evaluations are defined as follows:

**(a) Superior**

The candidate has clearly achieved excellence in the specific area of evaluation. The evidentiary record unambiguously supports the claim that the candidate is a model of academic/professional contribution and achievement in the area being evaluated.

In the area of Instruction, the evidence demonstrates the candidate's consummate professionalism and exceptional skill as an educator with respect to the materials, activities, and standards listed in the department's personnel policies, the FPPP, and the CBA.

To be rated as superior in the area of Instruction, the evidentiary record will unambiguously demonstrate the candidate's professionalism and exceptional skill as an educator with respect to materials, activities, and standards for teaching listed under Part II. 2. Teaching and Related Activities, located within this document. The evidence would document that the faculty member almost always connects theory and research to practice and to content in other courses where appropriate, demonstrates currency and clarity of knowledge in courses taught, and maintains effective interactions with students that support their acquisition of child development knowledge, skills, and dispositions. In addition to effective teaching modalities and strategies for educating students majoring in child development, the faculty member consistently demonstrates use of the seven principles of good teaching practice adopted by the University.

In the area of Professional Growth and Achievement, the evidence demonstrates the candidate's consummate professionalism, significant impact in one or more of the disciplines subsumed in the study of Child Development, and significant, highly regarded scholarly achievement with respect to professional contributions to students, to the discipline, and to the professional community (representative activities are listed in the department's personnel policies, the FPPP, and the CBA).

To be rated as superior in Professional Growth and Achievement, evidence would demonstrate that the faculty member makes substantial contributions to the discovery of new knowledge, research, theory building, and/or practice, or develops new understandings regarding pedagogy in higher education, including the field of child development; or engages significantly in interdisciplinary scholarship and makes connections across disciplines that lead to integration of knowledge and/or practice; or engages extensively in the scholarship of application of theory and new knowledge to practice.

In the area of Other Contributions to the University and Community, the evidence demonstrates the candidate's consistently high level of involvement in activities listed in the department's personnel policies, the FPPP, and the CBA. Where this area of evaluation refers to participation on committees, "superior" performance is evidenced by the candidate's assumption of key roles on significant University, College, and/or Department level committees, as well as the demonstration of consistent, on-going contributions to such committees.

Evidence which is indicative of a superior rating in the area of Other Contributions to the University and Community documents leadership, participation, and involvement by the faculty member that enhances significantly

the missions of the Department, College, and University and/or strengthens the relationship between the University and the community.

**(b) Effective**

The candidate has achieved competence in the specific area of evaluation. The evidentiary record generally supports the claim that the candidate is making a continuous, impressive, and valued contribution to the academic community in the area being evaluated.

In the area of Instruction, the evidence demonstrates the candidate's substantial professionalism and competence as an educator with respect to the materials, activities, and standards listed in the department's standards, the FPPP, and the CBA. An evaluation of "Effective" performance is normally the minimum level of overall achievement consistent with the awarding of retention, tenure and/or promotion.

To be rated as effective in the area of Instruction, the evidentiary record will unambiguously demonstrate the candidate's professionalism and skill as an educator with respect to materials, activities, and standards for teaching listed under Part II.2 Teaching and Related Activities within this document. The evidence would document that the faculty member frequently connects theory and research to practice and to content in other courses where appropriate, demonstrates currency and clarity of knowledge in courses taught, and maintains effective interactions with students that support their acquisition of child development knowledge, skills, and dispositions. In addition to effective teaching modalities and strategies for educating students majoring in child development, the faculty member generally demonstrates use of the seven principles of good teaching practice adopted by the University.

In the area of Professional Growth and Achievement, the evidence demonstrates strong impact on the field of Child Development and substantial significant scholarly achievement with respect to professional contributions to students, to the discipline, and to the professional community (representative activities are listed in the department's standards, the FPPP, and the CBA).

To be rated as effective in Professional Growth and Achievement, evidence would demonstrate that the faculty member makes contributions to the discovery of new knowledge, research, theory building, and/or practice, or develops new understandings regarding pedagogy in higher education, including the field of child development; or engages in interdisciplinary scholarship and makes connections across disciplines that lead to integration of knowledge and/or practice; or engages extensively in the scholarship of application of theory and new knowledge to practice. Contributions to faculty members judged to be effective are more limited in scope and influence than the superior rating.

In the area of Other Contributions to the University and Community, the evidence demonstrates the candidate's consistent, on-going involvement in activities listed in the department's standards, the FPPP, and the CBA. Where this area of evaluation refers to participation on committees, "effective" performance is evidenced by the candidate's occasional assumption of key roles on significant University, College, and/or Department level committees, as well as the demonstration of consistent, on-going contributions to such committees.

Evidence which is indicative of an effective rating in the area of Other Contributions to the University and Community documents leadership, participation, and involvement that results in enhancing the missions of the Department, College, and University and/or strengthening the relationship between the University and the community.

**(c) Adequate**

The candidate has achieved satisfactory and acceptable (but not remarkable) levels of performance in the specific area of evaluation. With certain exceptions, the evidentiary record generally supports the claim that the candidate is making a satisfactory contribution to the academic community in the area being evaluated.

In the area of Instruction, the evidence suggests the candidate has achieved a satisfactory level of professionalism and competence as an educator with respect to the materials, activities, and standards listed in the department's standards, the FPPP, and the CBA. An overall evaluation of "adequate" performance is the minimum level of achievement consistent with retention, but it is insufficient to justify the awarding of tenure and/or promotion.

To be rated as adequate in the area of Instruction, the evidentiary record will demonstrate the candidate's limited but acceptable level of performance as an educator with respect to materials, activities, and standards for teaching listed under Part II.2 Teaching and Related Activities within this document. There is evidence that the faculty member attempts to connect theory to practice and to content in other courses where appropriate, demonstrates currency and clarity of knowledge in courses taught, and maintains effective interactions with students that support their acquisition of child development knowledge, skills, and dispositions. In addition to making some attempt use effective teaching modalities and strategies for educating students majoring in child development, the faculty member demonstrates an acceptable use of the seven principles of good teaching practice adopted by the University.

In the area of Professional Growth and Achievement, the evidence demonstrates minimal impact on the field of Child Development, some scholarly achievement on the part of the candidate, with respect to professional contributions to students, to the discipline, and to the professional community (representative activities are listed in the department's standards, the FPPP, and the CBA).

To be rated as adequate in Professional Growth and Achievement, evidence would demonstrate that the faculty member makes some contributions to the discovery of new knowledge, research, theory building, and/or practice, or understandings regarding pedagogy in higher education, including the field of child development; or engages in interdisciplinary scholarship and makes connections across disciplines that lead to integration of knowledge and/or practice; or engages extensively in the scholarship of application of theory and new knowledge to practice. Contributions to faculty members judged to be effective are more limited in scope and influence than the superior rating.

In the area of Other Contributions to the University and Community, the evidence demonstrates occasional involvement in activities listed in the department's standards, the FPPP, and the CBA. Whereas this evaluation refers to participation on committees, "adequate" performance is evidenced by the candidate's

infrequent assumption of key roles on University, College, and/or Department level committees while, nevertheless, maintaining regular participation on committees at these levels.

Evidence which is indicative of an adequate rating in the area of Other Contributions to the University and Community documents an acceptable level of participation and involvement by the faculty member that results in enhancing the missions of the Department, College, and University and/or strengthens to some degree the relationship between the University and the community.

**(d) Inadequate**

The candidate has achieved less-than-satisfactory levels of performance in the specific area of evaluation. The evidentiary record does not demonstrate that the candidate is making at least adequate contributions to the academic community in the area being evaluated. "Inadequate" performance is an impermissible level of professionalism, and significant deficiencies require immediate attention and correction.

In the area of Instruction, the evidence does not demonstrate at least an adequate level of professionalism and competence as an educator with respect to the materials, activities, and standards listed in the department's standards, the FPPP, and the CBA.

To be rated as inadequate in the area of Instruction, the evidentiary record or lack of documentation demonstrates the candidate has an unacceptable level of performance as an educator with respect to materials, activities, and standards for teaching listed under Part II.2 Teaching and Related Activities within this document. There is evidence that the faculty member makes no attempt to connect theory to practice and to content in other courses where appropriate, does not demonstrate currency and clarity of knowledge in courses taught, and does not maintain effective interactions with students that support their acquisition of child development knowledge, skills, and dispositions. The faculty member does not make use of effective teaching modalities and strategies for educating students majoring in child development, and does not demonstrate use of the seven principles of good teaching practice adopted by the University.

In the area of Professional Growth and Achievement, the evidence does not demonstrate an adequate level of scholarly achievement with respect to professional contributions to students, to the discipline, and to the professional community (representative activities are listed in the department's standards, the FPPP, and the CBA).

To be rated as inadequate in Professional Growth and Achievement, evidence would demonstrate that the faculty member makes no contribution in any of the professional growth and achievement criteria and provides no evidence for professional growth in the area of scholarship.

In the area of Other Contributions to the University and Community, the evidence does not demonstrate an adequate level of involvement in activities listed in the department's standards, the FPPP, and the CBA. Where this area of evaluation refers to participation on committees, "inadequate" performance is evidenced by



the candidate's lack of assumption of key roles on University, College, and/or Department level committees and only limited participation on committees at these levels.

Specifically, a dossier which is indicative of an inadequate rating in the area of Other Contributions to the University and Community provides no evidence that the faculty member has participation or involvement that results in enhancing the missions of the Department, College, and University and/or strengthening community support of the institution, and/or evidence that the faculty member's involvement reflect negatively on the Department, College and University.

B. Contribution to Strategic Plans and Goals of the Department, College, and University

Another area of evaluation is Contribution to Strategic Plans and Goals of the Department, College, and University. In each written performance review and periodic evaluation report, the evaluator(s) should state whether the candidate has demonstrated an ability to conform to University, College and Department plans, and whether the candidate's performance generally facilitates the University's, College's and Department's abilities to meet their strategic goals.

5. SPECIFIC CRITERIA FOR RETENTION

A. Persons must have met the General Requirements for RTP outlined in Part II.

B. Retention or non-retention of an individual shall be based on assessment of the individual's activities in three areas of evaluation –Instruction, Professional Growth and Achievement, and Other Contributions to the University and Community. Contribution to the Strategic Plan of the Child Development Department, College, and University is not rated.

C. Individuals will be rated in light of whether or not they are making satisfactory progress toward achievement of the criteria rather than considering whether they have met the criteria. An overall evaluation of "adequate" performance is the minimum level of achievement consistent with retention, but it is insufficient to justify the awarding of tenure and/or promotion. Deficiencies in projected meeting of the criteria must be clearly noted in the Personnel Report.

6. SPECIFIC CRITERIA FOR TENURE

A. Persons must have met the General Requirements for RTP outlined in Part II. In order to receive tenure, a candidate must have ratings of EFFECTIVE in all three areas of evaluation and must have conducted themselves in accordance with Faculty Code of Ethics.

7. SPECIFIC CRITERIA FOR EARLY TENURE

A. Consideration for early tenure may be requested in writing by any faculty member wishing to be so considered. The personnel committee may also initiate early tenure consideration at the Department level. Recommendation for early tenure must be accompanied by justification of a special case. To be recommended for early tenure, an individual must have ratings of Superior in the three areas of Instruction, Professional Growth and Achievement and Other Contributions to the University and Community.

B. In considering the uniqueness of special case for early tenure, the standard applied is at a much higher level than that provided for 'on time' tenure. The candidate who has requested consideration for early tenure is required to demonstrate exceptional merit at all

levels. Thus, the special case criteria stands alone and shall not be used as the standard required for 'on time' tenure.

1) Teaching

- (a) Systematically evaluates teaching beyond University requirements
- (b) Systematically changes course based on evaluation
- (c) Regularly incorporates new technology
- (d) Infuses innovations that prepare students for future career responsibilities and the enhancing of their professional skills
- (e) Provision of learning opportunities beyond that extend beyond the traditional college classroom
- (f) Takes on particular courses that require additional work or responsibilities

2) Professional Growth and Achievement

- (a) A minimum of five major separate accomplishments at a national/international level in which the faculty member played a significant role; or
- (b) A contribution or set of contributions that is unequivocally professionally meritorious beyond question

3) Other Contributions to the University and Community

- (a) Exceptional service at the department, college, University level and beyond

8. SPECIFIC CRITERIA FOR PROMOTION

**RANKINGS FOR PROMOTION**

	<b>Teaching</b>	<b>Professional Growth and Achievement</b>	<b>Other Contributions to the University and Community</b>
Promotion to Associate	E	E	E
	E	S	A
	S	E	A
Promotion to Full	S	S	E
	S	E	S
	E	S	S

S = Superior

E = Effective

A = Adequate

- A. Persons must have met the General Requirements for RTP outlined in Part II.
- B. Promotion to Associate Professor: Successful candidates must 1) achieve ratings in Teaching, Professional Growth and Achievement, and Other Contributions to the University and Community as indicated in the Table above (ratings of superior in two of the categories and a rating of at least effective in a 3<sup>rd</sup> category); and 2) demonstrate contributions to the strategic plan of the Department, College, and University.
- C. Promotion to Professor: Successful candidates must 1) achieve ratings as indicated in the table (ratings of superior in two of the categories and a rating of at least effective in a 3<sup>rd</sup> category; 2) a demonstration of contributions to the strategic plan of the Department, College, and University, and 3) clear demonstration of substantial progress at/or beyond the University itself. Examples could include:

In addition to the qualities noted above for tenure, the faculty seeking promotion could also demonstrate the following:

- D. Teaching
  - 1) Systematically evaluates teaching beyond University requirements
  - 2) Systematically changes course based on evaluation
  - 3) Regularly incorporates new technology
  - 4) Infuses innovations that prepare students for future career responsibilities and the enhancing of their professional skills
  - 5) Provision of learning opportunities that extend beyond the traditional college classroom
  - 6) Takes on particular courses that require additional work or responsibilities
  - 7) Leadership in the development of teaching innovations and other pedagogical activities
  - 8) Mentoring of: Organized work with junior faculty; Organized work with undergraduate students in areas of research; Organized work with honors students.
- E. Service
  - 1) Significant service at the program, college, University level and beyond
  - 2) Increased participation in program/college/University committees
  - 3) Taking on of leadership roles in the community which enhance the field of Child Development

## 9. SPECIFIC CRITERIA FOR ACCELERATED PROMOTION

- A. Persons with less than normal time in rank may be considered for accelerated promotion. Consideration of promotion which would occur early may be initiated by written request of the would-be candidate or by the action of the Department Personnel Committee. To be recommended for early promotion to any rank, an individual must have ratings of SUPERIOR in the three areas of Teaching, Professional Growth and Achievement, and Other Contributions to the University and Community. See Part II.6 for more information related to early tenure and accelerated promotion. Candidates seeking recommendation for accelerated promotion must meet the criteria for “exceptional” as follows:

In considering the uniqueness of exceptional for accelerated promotion, the standard applied is at a much higher level than that provided for ‘on time’ promotion. The candidate

who has requested accelerated promotion is required to demonstrate exceptional merit at all levels. Thus, the exceptional criteria stands alone and shall not be used as the standard required for 'on time' promotion.

B. Teaching

- 1) Systematically evaluates teaching beyond University requirements
- 2) Systematically changes course based on evaluation
- 3) Regularly incorporates new technology
- 4) Infuses innovations that prepare students for future career responsibilities and the enhancing of their professional skills
- 5) Provision of learning opportunities beyond that extend beyond the traditional college classroom
- 6) Takes on particular courses that require additional work or responsibilities

C. Professional Growth and Achievement

- 1) A minimum of five major separate accomplishments at a national/international level in which the faculty member played a significant role; or
- 2) A contribution or set of contributions that is unequivocally professionally meritorious beyond question

D. Other Contributions to the University and Community

- 1) Exceptional service at the department, college, University level and beyond

10. THE PERSONNEL REPORT

Following the review process, the committee will generate a Personnel Report that is to be forwarded to successively higher levels of review. The Personnel Report contains the recommendations (retention/non-retention, tenure/non-tenure, promotion/non-promotion), the ratings in each of the areas evaluated, and a narrative that outlines in detail the rationale, justification, and evidence for each of the ratings and final recommendations. In addition, the following specific requirements apply to the report:

- A. The Personnel Report must address "strengths" and "needs to improve" with respect to each of the categories of evaluation. In addition, the report must verify that the "needs to improve" were discussed with the candidate at the personnel interview.
- B. Committee members who abstain from voting on the recommendation must file a written report justifying their abstention. Committee members not able to attend a meeting shall review with the other committee members the deliberations that were missed.
- C. The candidate will receive a copy of the report prior to its forwarding to higher levels of review, and have the right to respond to the report within the period specified by the University Faculty Personnel Policies and Procedures (FPPP). The candidate may request a meeting with the Personnel Committee or Chair, write a response that is then entered into the working file, or accept the report as written.

### III. PERIODIC EVALUATION OF TENURED FACULTY

#### 1. EVALUATION PROCEDURES

According to University Policies and Procedures (see FPPP), all faculty at the rank of Full Professor will be evaluated once every five years. Faculty at the rank of Associate Professor will also undergo fifth-year evaluation at intervals no greater than five years.

The post-tenure evaluation will be conducted by at least two members of the Personnel Committee of the Department of Child Development of an equal or higher rank, and the CHLD Department Chair. One member of the Personnel Committee chosen by the Personnel Committee Chair will act as recorder for the meeting with the candidate.

##### A. Expectations for Tenured Faculty

Tenured faculty are expected to maintain teaching effectiveness, currency in the field, documentation of scholarship, and demonstration of service to the Child Development Department, College, and University.

##### B. Data for Evaluation

###### 1) The evaluatee shall provide

- (a) CV
- (b) A self-evaluation of teaching
- (c) Course syllabi
- (d) Course examinations
- (e) Copies or abstracts of publications
- (f) Evidence of participation in scholarly meetings
- (g) Copies of papers presented at scholarly meetings
- (h) Letters of commendation
- (i) Evidence of committee service
- (j) And such additional information as he/she may wish to have considered

The Committee shall collect other pertinent data which shall include, but is not necessarily limited to, peer and student evaluations of instruction for courses representative of the evaluatee's responsibilities during the evaluation cycle.

The Committee also may invite signed, written commentary and evaluation statements from students, faculty, and administrators regarding any relevant area of performance during the evaluation cycle.

##### C. The Evaluation Process

After evaluating the data, but before writing the report, the Personnel Committee will meet with the evaluatee. The purpose of this meeting will be to provide both the committee and the evaluatee an opportunity to clear up any unresolved questions that seem relevant to the evaluation. The Chair of the Department of Child Development should be present at this meeting and should have the opportunity to participate in it whether or not the Chair is serving on the personnel committee.

- 1) The Personnel Committee shall evaluate the data collected and, based on the evaluation and the meeting with the evaluatee, write a report that addresses teaching effectiveness, scholarship, service to the University and currency in the field.
- 2) The Personnel Committee shall forward the report to the Dean who, with the Committee Chair, will meet with the evaluatee to discuss the report.
- 3) The evaluatee may place a response or rebuttal statement in his/her PAF and/or request removal of any materials pursuant to the established process.
- 4) The final Report of the Periodic Evaluation shall consist of the Committee's Report, the College Dean's Report (if any), supporting documentation (if any), and the candidate's response (if any). Materials submitted by the candidate but not used in the report shall be returned to him/her. Other materials gathered but not used in the report shall be destroyed.

#### **IV. COMMITTEE OPERATING PROCEDURES: RETENTION, TENURE, & PROMOTION**

The following procedures refer to the review and evaluation process and will take place once the candidate's College of Behavioral and Social Sciences working file has been updated according to the current University Faculty Personnel Policies and Procedures (FPPP).

##### **1. COMMITTEE DUTIES**

The Personnel Committee will elect a chair and a secretary. Minutes must indicate time, place, and date of meeting, members present, and any action taken. No minutes on committee discussion shall be taken.

##### **2. READING FILES**

Each member of the Personnel Committee eligible to participate in the review will review the dossier and PAF and sign in the appropriate place to indicate that he/she has done so. All members will have read the dossier and PAF before the meeting at which the candidate is reviewed.

##### **3. REVIEW SESSION #1**

A. One member of the committee, previously designated by the Chair, will present the data from the candidate's working file.

B. A discussion regarding the working file will follow.

C. The committee will generate questions for the interview that will clarify any issues brought up in the committee discussion. In addition, if there are any suggestions for improvement or concerns the committee will generate additional questions which must be brought up with the candidate at the interview. These questions will be given to the candidate at least 48 hours before the interview.

##### **4. THE PERSONNEL INTERVIEW**

A. An interview will be conducted by the Personnel Committee with the candidate. The Chair of the Department of Child Development may be present during the interview.

B. The candidate has the opportunity to address the questions raised by the Personnel Committee and to clarify aspects of their working file.

- C. The candidate has the opportunity to address any suggestions for improvement or concerns previously identified by the Personnel Committee.
  - D. A written and/or audio recording shall be made of the interview and retained until the review process is completed. The sole purpose of this tape is to enable the secretary to transcribe an accurate record of the interview. The secretary will produce minutes of the interview and submit them to the committee and the working file at the next meeting.
  - E. Once the interview session is officially closed, the candidate's working file is closed to further evidence unless the Behavioral and Social Sciences College Personnel Committee rules otherwise.
5. REVIEW SESSION #2
- A. At the Personnel Committee meeting following the interview, the secretary will present the minutes of the candidate's interview.
  - B. The committee of eligible persons will discuss the candidate's responses.
  - C. The vote on the recommendation (retention/non-retention, tenure/non-tenure, promotion/non-promotion) is taken and recorded.
6. REVIEW SESSION #3: The Personnel Report.
- A. The Personnel Committee will prepare a report reflecting the discussion of the committee as a whole.
  - B. The first draft of the report will be presented to the entire committee. The committee will determine any changes necessary.
  - C. The committee will determine and vote on the ratings assigned to each of the areas of assessment.
  - D. A vote is taken on the report with the changes and ratings incorporated.
  - E. Members abstaining from voting will file a separate written report justifying their abstention. Committee members not able to attend shall review with the other committee members the deliberations that were missed.
  - F. To indicate his/her vote for or against the report and recommendation, each member will sign the form provided by the Dean's office in the appropriate place.

## **V. PART-TIME LECTURERS**

1. ELIGIBILITY CRITERIA FOR HIRING
- A. The procedures for recruitment and appointment of part-time temporary faculty shall conform to CBA Article 12. Part-time temporary appointments will not be conditional. Temporary appointments may be for periods of a semester, parts of a year, or one (1) or more years. Following two (2) semesters of consecutive employment within an academic year, a part-time temporary employee offered appointment to a similar assignment in the same department or equivalent unit shall receive a one (1) year appointment, unless the appointment is on a conditional basis. Units taught through Regional and Continuing Education shall not be included as part of the temporary faculty member's entitlement base. The official notification to a temporary employee shall also indicate that appointments automatically expire at the end of the period stated and do not establish consideration for subsequent appointments or any

further appointment rights. No other notice shall be provided. Appointment standards for part-time temporary lecturers, including educational standards/degree requirements and amount of experience as it applies to specified coursework, have been created by the Department of Child Development and are available in the department office.

## 2. ORDER OF ASSIGNMENT OF AVAILABLE WORK

The order of assigned work will follow the guidelines available in the CBA and the FPPP.

## 3. CRITERIA FOR LECTURER RANGE ELEVATION

Temporary faculty wishing to apply for a range elevation increase shall consult the CBA and the FPPP. For information related to Professional Growth and Development, consult section II.2.C and II.2.D of this document. This information provides examples of professional development activity. Note that only professional development activities that relate to the coursework taught for the department is relevant for range elevation consideration.

## 4. SPECIFIC GUIDELINES AND CRITERIA FOR PERIODIC EVALUATION

The committee will request, during the candidate's first semester of appointment, that he/she submit a dossier and other materials relevant to instruction.

Materials that the committee uses for this evaluation shall include:

A dossier with the following components:

- A. CV using provided template.
- B. A self-evaluation of teaching in the assigned course(s) that shall include, but not be limited to, the following areas: Organization, scholarship-knowledge in the field, and effective communication. A teaching philosophy shall be incorporated into the self-evaluation.
- C. Course materials including syllabi, exams, writing assignments, and other materials used in the course.
- D. Student evaluations of teaching (SET) effectiveness, if available, including a narrative that provides a written reflection on the SETs.
- E. Copies of faculty classroom visits in at least one course per academic year from the appropriate period of review. The period of review for periodic evaluations are: since date of contract, since the working file closed from the previous Periodic Evaluation, whichever is most recent.
- F. Written response and related materials related to the following:

In addition to the primary criterion of teaching, part-time faculty shall be evaluated with respect to:

- 1) Engaging in professional activity in the field appropriate to their teaching field.
- 2) Duties as defined by their assignment.
- 3) Professional ethics and conduct.
- 4) Other contributions that may not have been specified in the job description but which represent positive assistance to the department.



## 5. THE EVALUATION PROCESS

- A. A class visitation will be scheduled during the lecturer's first semester of appointment and SETs will be completed.
- B. All part-time faculty will undergo Periodic Evaluation following the timelines described in the FPPP. The committee will notify the lecturer of the timeline related to the Periodic Evaluation. The lecturer will then update and submit their dossier according to the timeline.
- C. The committee will meet and review the working file.
- D. The evaluation of teaching effectiveness shall include the committee's considered view of the course materials and self-evaluation and shall include written comments from faculty observation of teaching in at least one course per review year. Additional peer observation of teaching may be requested by the person under review.
- E. The committee will write the Periodic Evaluation report after reviewing and evaluating the data. Once the report has been written and approved, it will be submitted to the faculty under review, the College of Behavioral and Social Sciences dean, and into the PAF.
- F. At the discretion of the Personnel Committee, Department Chair, or upon the lecturer's petition, a review may be scheduled in a year succeeding an annual or biennial review. The outcome of the review will be a report submitted to the faculty requesting the review, the College of Behavioral and Social Sciences dean, and into the PAF.

## VI. FULL-TIME LECTURERS

### 1. ELIGIBILITY CRITERIA FOR HIRING

- A. The procedures for recruitment and appointment of full-time temporary faculty shall conform to CBA Article 12. Full-time temporary appointments will not be conditional. Temporary appointments may be for periods of a semester, parts of a year, or one (1) or more years. Following two (2) semesters of consecutive employment within an academic year, a full-time temporary employee offered appointment to a similar assignment in the same department or equivalent unit shall receive a one (1) year appointment. Units taught through Regional and Continuing Education shall not be included as part of the temporary faculty member's entitlement base. The official notification to a temporary employee shall also indicate that appointments automatically expire at the end of the period stated and do not establish consideration for subsequent appointments or any further appointment rights. No other notice shall be provided.
- B. Appointment standards for full-time temporary lecturers, including educational standards/degree requirements and amount of experience as it applies to specified coursework have been created by the Department of Child Development and are available in the department office.

### 2. ORDER OF ASSIGNMENT OF AVAILABLE WORK

The order of assigned work will follow the guidelines available in CBA and the FPPP.

### 3. CRITERIA FOR LECTURER RANGE ELEVATION

Temporary faculty wishing to apply for a range elevation increase shall consult the CBA and the FPPP.

#### 4. THE EVALUATION PROCESS

- A. All full-time faculty will undergo Periodic Evaluation following the timelines described in the FPPP. The committee will notify the lecturer of the timeline related to the Periodic Evaluation. The lecturer will then update and submit their dossier according to the timeline.
- B. The committee will meet and review the Working Personnel Action File (WPAF).
- C. The evaluation of teaching effectiveness shall include the committee's considered view of the course materials and self-evaluation and shall include written comments from faculty observation of teaching in at least one course per review year. Additional peer observation of teaching may be requested by the person under review.
- D. The committee will write a Periodic Evaluation report after reviewing and evaluating the data. Once the report has been written and approved, it will be submitted to the faculty being reviewed, the College of Behavioral and Social Sciences dean, and the PAF.
- E. At the discretion of the Personnel Committee, Department Chair, or upon the lecturer's petition, a periodic evaluation may be scheduled in a year succeeding an annual or biennial periodic evaluation. The outcome of the periodic evaluation will be a report submitted to the faculty being reviewed, the College of Behavioral and Social Sciences dean, and the PAF.
- F. According to the FPPP, the areas of performance to be include in the periodic evaluations of each full-time temporary faculty shall be consistent with, and inclusive of, the individual's assigned duties, as specified at the time of hire. Should those assigned duties change, an explicit statement of the change will be placed into the PAF so as to properly inform those conducting subsequent periodic evaluations.
- G. Additionally, according to the FPPP, the periodic evaluation of full-time temporary faculty will result in a performance report, but no recommendation regarding future employment will be made.

### **VII. EVALUATION OF TEACHING PROCESS AND PROCEDURES**

#### 1. STUDENT EVALUATION OF TEACHING (SET) PROCESS AND PROCEDURES

Written or electronic Student Evaluation of Teaching (SET) shall be required for all faculty who teach in the Department of Child Development. All classes taught by each faculty shall be evaluated using SETs. (CBA 15.15) Only classes with six or more students will be evaluated with SETs. A faculty member may request to administer SETS in classes with five or fewer students after receiving permission from the College Dean.

#### 2. SPECIFIC GUIDELINES AND CRITERIA FOR CLASSROOM VISITATION

- A. Teaching effectiveness of faculty will be evaluated, in part, through classroom visitation(s) or observations of teaching.
- B. A classroom observation of teaching will be scheduled during the faculty's first semester of appointment.
- C. Classroom observations of all part-time and full time lecturers and tenure-track faculty will follow the timelines as described in the FPPP.

- D. Faculty who are post-tenured must have at least one classroom visitation within each periodic evaluation timeframe.
- E. A faculty member from the Department or related-area of instruction will be selected by the CHLD Personnel Committee and the Department Chair. Input provided by the faculty member to be evaluated will be considered. Classroom observers will use the approved CHLD classroom observation form. A copy of the form will be made available to the candidate prior to the classroom visitation.
- F. Dates of classroom visitation will be established by the designated classroom observer in consultation with the faculty. All personnel being observed must have a written five day notice in advance of the classroom visitation.
- G. Before the date of the classroom visit, the faculty will provide a course syllabus and any other relevant course handouts to the observer.
- H. Following the observation, the observer and faculty will discuss the observation and sign the summary sheet.
- I. The classroom observer shall submit the observation report and summary sheet to the college office for insertion into the Personnel Action File (PAF).
- J. Additional classroom visitations can also be requested by the faculty. For those classroom visitations, the observer need not use the approved classroom observation form.
- K. For online courses, a similar procedure will be followed. In place of the classroom observation, a meeting will be scheduled between the faculty observer and the course instructor to match the length of a typical in class observation. During this meeting, the instructor will present the online course to the faculty observer, providing explanation within each area of the CHLD Classroom Visitation Report. All other aspects of the classroom visitation will remain the same.

The tracking of the classroom observations of teaching will be accomplished using a log. This log will be housed in the ASC's area of the Department of Child Development office. Individual faculty being observed will be contacted by the assigned faculty observer. The assigned faculty observer will be responsible for insuring that observations are recorded in the log. Upon completion of the classroom observation of teaching report, the faculty observer will submit copies of the written documentation to the Department of Child Development ASC. Prior to submission of the report to the Dean's office, the report will be reviewed by the department ASC for editorial clarity but not content. If edits are noted, the faculty observer will be contacted and potential edits addressed. A copy of the edited document will be provided to the observed faculty member and new signatures on the cover sheet will be obtained if necessary. It is recommended that when reviews are to be completed within a given semester, the classroom observation of teaching is completed in the prior semester.

## **VIII. APPENDIX**

### **1. SELECTION AND RESPONSIBILITIES OF THE DEPARTMENT CHAIR**

#### **A. Selection**

Pursuant to Executive Memorandum 83-09, the following procedure for the selection and appointment of department chairs is currently in effect:

- 1) The department will meet and select a nominating committee of three or more department members. The incumbent chair is not eligible for service on this committee.

- 2) The committee will review the department chair position description and will consult with the department and the college dean to establish criteria for the selection of candidates.
- 3) The committee will receive nominations and seek candidates for the position of department chair.
- 4) The committee will submit to the department the names of all candidates found acceptable in terms of the established criteria, along with its recommendations.
- 5) Candidates may also be nominated by a petition signed by at least one-third of the department faculty.
- 6) The department will elect the chair nominee by secret ballot; the nominee must receive a majority of the votes cast. Candidates will include the committee-submitted names and those nominated by petition. Voter eligibility will be determined by the department. The results of the balloting will be forwarded to the college dean. The report to the dean will indicate the faculty nominee and the votes cast for all acceptable candidates.
- 7) The dean of the college will forward the faculty selection together with a recommendation to the Vice President for Academic Affairs.
- 8) Appointment of department chairs will be made by the Vice President for Academic Affairs as chief instructional officer.
- 9) If the department is unable to select a chair acceptable to the Vice President for Academic Affairs by the date sixty days before the expiration of the current term, the incumbent department chair will notify the college dean. In this event, the appointment will be made by the Vice President for Academic Affairs for a term not to exceed two years.
- 10) Prior to the selection process, each department will specify the term of office for the department chair. Terms will be no less than two years and no greater than three years. The department chair will serve at the pleasure of the President.
- 11) The faculty may initiate an administrative recall action of the department chair by petition to the dean. The petition must be signed by twenty-five percent of the full-time faculty members serving at or above the rank of instructor or equivalent. Within three weeks of receipt of the petition, the college dean will preside at a duly scheduled meeting of the department faculty to conduct a secret ballot on the matter of administrative recall. The results of the balloting will then be transmitted to the Vice President for Academic Affairs for consideration and decision.

## 2. RESPONSIBILITIES

- 1) **ADMINISTRATION:** Responsible administratively to the college dean. Administer university, college and department policies for professional duties such as class attendance, office hours, committee obligations, sick leave, final examinations, off-campus travel, reporting of course grades, commencement assignments, and field trips. Exercise signatory authority as assigned by the University for items such as faculty loads, approval of late adds/drops, change of grades, and major clearance forms.
- 2) **LEADERSHIP:** Provide department leadership in department and curriculum development and quality, effective teaching, budget, advising, staff relations, professional activity, research, extramural funding, student achievement, university outreach, university and community service, and harmonious working relations. Maintain collaborative relationship with the ASCDL director and staff.

- 3) **COURSE PROGRAMMING:** Oversee the timely planning of course schedules submitted in compliance with University policy and appropriate staffing for all courses offered by and through the department, including consultation with faculty prior to making faculty assignments. Oversee course offerings (regular, intersession, summer, extension) to assure curricular requirements of the department receive appropriate curriculum reviews at department and college levels.
- 4) **PERSONNEL ACTIONS:** Make independent evaluations and recommendations on matters of faculty retention, tenure, promotion and hiring; staff performance and reclassification; requests for leaves of absence; and faculty and staff appointments. Ensure that all hiring recommendations by the department conform to University hiring policies.
- 5) **REPRESENTATION:** Call and chair meetings of the department faculty; disseminate information transmitted to the department; and maintain records of the department. Represent the department and any affiliated programs at the college and university levels, and within the community; and represent the college and the university to the department.
- 6) **BUDGET:** Prepare and administer with faculty input the department's budget and the appropriate use and security of equipment and facilities assigned to the department.
- 7) **STAFF SUPERVISION:** Supervise clerical and technical staff assigned to the department.
- 8) **PLANNING:** Coordinate and guide department planning in the areas of academic departments, personnel, facilities, and equipment; and oversee the ongoing review of department plans for their relationship to college and university goals and plans.
- 9) **COORDINATION:** Coordinate the work of department committees, including student clubs, peer advising groups, and advisory bodies.
- 10) **LIAISON:** Provide liaison between students, faculty, administration and the community for discussion and informal resolution of issues arising from faculty, staff, or student concerns about the general functioning of the department, the department's curriculum, and/or the department's students.
- 11) **DISPUTE RESOLUTION:** To serve as the first point of discussion for issues arising within the department having to do with faculty, staff, and student grievances or complaints.
- 12) **ADVISING:** Complete academic advising for all students declaring Child Development as a major and provide continuing academic advising throughout each student's undergraduate experience. In addition, provide career guidance to Child Development Majors and respond to academic and career questions from the campus and community.

### 3. INTERIM CHAIR AND REQUEST FOR LEAVE OF ABSENCE

Typically the Chair of the Child Personnel Committee shall serve as Interim Chair in the short absence of the Chair. However, in the case of longer term absences, the Chair must formally file with the Personnel Committee a letter of request for a leave of absence from the Chair position. This letter should state both the reason for the absence and the duration of the proposed leave. The Personnel Committee shall then meet and decide whether to grant the leave request and, if so, the duration of the leave granted. If granted, then the Personnel Committee will duly elect an Interim Chair and specify the duration of the term. The Personnel Committee shall then forward this nomination to the College Dean and VPAA for approval. If the request for a leave is denied by the Personnel Committee, the Chair may then choose to continue and complete the current term as chair or to resign the position.