



FACULTY AFFAIRS AND RECORDS

**Official Department Standards for Lecturers for the
Department of Child and Adolescent Studies**

Approved by Dr. Kari Knutson Miller, Provost and Vice President for Academic Affairs, on 5/1/2018 for implementation in the 2018-2019 Academic Year

[Verified and posted online at www.fullerton.edu/far/dsl/cas2018lecturer.pdf](http://www.fullerton.edu/far/dsl/cas2018lecturer.pdf)

According to Article 15.3 of the Collective Bargaining Agreement: Evaluation criteria and procedures shall be made available to the faculty unit employee no later than 14 days after the first day of instruction of the academic term. Evaluation criteria and procedures shall be made available to the evaluation committee and the academic administrators prior to the commencement of the evaluation process. Once the evaluation process has begun, there shall be no changes in criteria and procedures used to evaluate the faculty unit employee during the evaluation process.

DEPARTMENT OF CHILD AND ADOLESCENT STUDIES TEACHING PERSONNEL STANDARDS FOR TEMPORARY FACULTY

Preamble

The Department Personnel Committee (DPC) and Department Chair understand that teaching is an iterative process and will consider contextual elements (e.g., new preparations, the venue of the class such as online or hybrid).

Temporary Faculty are rated on the following criteria:

- A. Pedagogical Approach and Methods: This category reflects the match between the content presented and the intended/appropriate content for the class. This category also assesses the appropriateness of instructional techniques, considering the venue of the class (FTF, hybrid, or online) and inclusion of required course elements.
- B. Expectations Regarding Student Achievement: This category assesses criteria for assigning grades. It also explores course grade distributions and compares those distributions to normative grades for the course. The lecturer is required to provide an analysis of their grade distributions.
- C. Student Opinion Questionnaires: This category explores the numerical and open-ended student comments about instruction. Evaluation of this category also considers the lecturer's analysis of and/or response to student comments.
- D. Ongoing Professional Development as a Teacher: This category includes professional development experiences (such as conferences, webinars, workshops, or courses) that are specifically related to either course content or pedagogical approach. Evaluation of this category includes consideration of the lecturer's explanation of the relevance and import of the professional development.
- E. Currency in the Discipline: This category includes professional development experiences that maintain the lecturer's currency of knowledge in the discipline. This should be reflected in instructional materials (e.g., textbooks, topical content).

A. Pedagogical Approach and Methods

Exceeds Expectations	Satisfactory
<p>In addition to meeting the criteria under <i>satisfactory</i>, as opportunities exist the faculty member's:</p> <ol style="list-style-type: none"> 1) <i>Narrative and Representative Materials</i> include development of new courses/programs, courses taught in new formats (e.g., hybrid, online, experiential learning) in consultation with department colleagues based on expertise and/or department need; OR 2) <i>Narrative and Representative Materials</i> include support of independent study/tutorial activities, supervision of student research, and/or other sustained mentoring activities with documentation of student learning and/or professional development outcomes (e.g., conference presentations, Chancellor's Doctoral Fellowship Program, McNair Scholars Program, recognition of excellence in teaching by professional association or university-level award); OR 3) <i>Narrative and Representative Course Materials</i> include innovative pedagogical approaches and methods (e.g., active learning strategies, creative use of technology). 	<ol style="list-style-type: none"> 1) <i>Narrative and List of Courses Taught</i> accurately reflect teaching assignments AND 2) <i>Narrative, Representative Course Syllabi, and Representative Course Materials</i> indicate currency, breadth, and depth of topics and relevancy of assignments (aligned with course learning goals and including all core course assignments); AND 3) <i>Narrative, Representative Course Syllabi, and Representative Course Materials</i> indicate appropriate approaches to teaching and fostering learning (aligned with course learning goals); AND 4) <i>Narrative, Representative Course Syllabi, and Representative Course Materials-Assessment Measures</i> indicate appropriate and fair assessment and grading procedures (aligned with course learning goals, include multiple modes and measures of assessment).
Needs Improvement	Unsatisfactory
<p>One to three of the following are true:</p> <ol style="list-style-type: none"> 1) <i>Narrative and List of Courses Taught</i> do not accurately reflect teaching assignments; 2) <i>Narrative, Representative Course Syllabi, and Representative Course Materials</i> are not aligned with one or more learning goals; 3) <i>Narrative, Representative Course Syllabi and Representative Course Materials</i> are lacking in one of the following: currency, breadth, depth or relevancy of topics or assignments; 4) <i>Narrative, Representative Course Syllabi, and Representative Course Materials</i> indicate questionable approaches to teaching and fostering learning (e.g., lack adequate diversity of methods or critical thinking elements); 5) <i>Narrative, Representative Course Syllabi, and Representative Course Materials-Assessment Measures</i> indicate questionable assessment and grading procedures (e.g., identical assignments across different courses without a supported reason, narrow modes and measures of assessment); 6) <i>Narrative, Representative Course Syllabi, and Representative Course Materials-Assessment Measures</i> indicate that department required course assignments are missing. 	<p>Four or more of the following are true:</p> <ol style="list-style-type: none"> 1) <i>Narrative and List of Courses Taught</i> do not reflect teaching assignments; 2) Items 2 – 6 are repeated from the needs improvement category. <p align="center">OR</p> <p>The faculty has failed to redress major issues in pedagogical approach and methods identified in previous reviews.</p>

B. Expectations Regarding Student Achievement

Exceeds Expectations	Satisfactory
<p>In addition to meeting the criteria under <i>satisfactory</i>, the faculty member's:</p> <ol style="list-style-type: none"> 1) <i>Narrative and Representative Course Materials</i> indicate opportunities for student learning that address and exceed course learning goals in breadth and/or depth; OR 2) <i>Narrative and Representative Course Materials</i> indicate detailed feedback to students in respect to their academic mastery (e.g., through written formats, detailed rubrics). 	<ol style="list-style-type: none"> 1) <i>Narrative and Representative Course Syllabi</i> articulate expectations for student achievement consistent with program and course learning goals and core course assignments; AND 2) <i>Narrative and Summaries of Student Grades</i>. Course GPA's are discussed and are within the typical range of average course GPA patterns supplied by the department chair; or if not, an explanation is provided, AND 3) <i>Narrative and Representative Grading Rubrics or Score Sheets</i> demonstrate course rigor and are aligned with program and course learning goals and core course assignments.
Needs Improvement	Unsatisfactory
<p>One or two of the following are true:</p> <ol style="list-style-type: none"> 1) <i>Narrative and Representative Course Syllabi</i> do not clearly articulate expectations for student achievement that are consistent with program and course learning goals; 2) <i>Narrative and Summaries of Student Grades</i>. Course GPA's are not discussed or course GPA patterns are either significantly above or below average course GPA patterns supplied by the department chair with no reasonable justification; 3) <i>Narrative and Representative Grading Rubrics or Score Sheets</i> do not demonstrate course rigor or are not aligned with program and course learning goals. 	<p>Three of the following are true:</p> <ol style="list-style-type: none"> 1) <i>Narrative and Representative Course Syllabi</i> do not clearly articulate expectations for student achievement that are consistent with program and course learning goals; 2) Items 2 and 3 are repeated from the needs improvement category. <p>OR</p> <p>The faculty has failed to redress major issues involving expectations regarding student achievement identified in previous reviews.</p>

C. Student Opinion Questionnaires

Exceeds Expectations	Satisfactory
<p>In addition to meeting the criteria under <i>satisfactory</i>, the faculty member's:</p> <ol style="list-style-type: none"> 1) Quantitative/Numerical SOQ Summaries include 85% or more A and B ratings with at least 50% A's across sections (cumulative percentage) taught during the period of review; AND 2) If Qualitative/Written SOQ Comments are present, they include a preponderance of substantive positive statements; AND 3) Narrative addresses SOQ patterns and identifies strategies used to achieve successful teaching outcomes. 	<ol style="list-style-type: none"> 1) Quantitative/Numerical SOQ Summaries include 75-84.9% A and B ratings across sections (cumulative percentage) taught during the period of review; AND <ul style="list-style-type: none"> o A variance in this guideline may be applied in certain circumstances. These include a new preparation or format (e.g., online or hybrid) and other circumstances (e.g., small class size) that undermine or compromise student opinions of instruction. In these contexts, a grace period will be allotted, and 72.5-74.9% A and B ratings across sections (cumulative percentage) taught during the period will qualify as satisfactory. 2) Qualitative/Written SOQ Comments, if present, include substantive positive statements; negative patterns if present, are directly addressed through explanation or remediation as applicable; AND 3) Narrative respectfully considers and addresses SOQ patterns and indicates efforts to improve teaching performance; contextual features may also be addressed (new/relatively new course preparation, new/relatively new pedagogical format, courses typically identified as challenging within the department, large courses, online courses, online SOQ administration, etc.).
Needs Improvement	Unsatisfactory
<p>One of the following is true:</p> <ol style="list-style-type: none"> 1) Quantitative/Numerical SOQ Summaries include 60 -74% A and B ratings across sections (cumulative percentage) taught during the period of review; <ul style="list-style-type: none"> o A variance in this guideline may be applied in certain circumstances. These include a new preparation or format (e.g., online or hybrid) and other circumstances (e.g., small class size) that undermine or compromise student opinions of instruction. In these contexts, a grace period will be allotted, with 50 – 59% A and B ratings across sections (cumulative percentage) taught during the period will qualify as needing improvement. 2) Qualitative/Written SOQ Comments, reflect a predominance of negative comments; 3) Narrative does not adequately address SOQ patterns and efforts to improve teaching performance; contextual features may also be addressed (new/relatively new course preparation, new/relatively new pedagogical format, courses typically identified as challenging within the department, large courses, online courses, online SOQ administration, etc.). 	<p>Two of the following are true.</p> <ol style="list-style-type: none"> 1) Quantitative/Numerical SOQ Summaries include less than 60% A and B ratings across sections (cumulative percentage) taught during the period of review; 2) Items 2 and 3 are repeated from the needs improvement category. <p>OR</p> <p>Narrative fails to address major SOQ issues from previous reviews.</p>

D. Ongoing Professional Development as a Teacher

Exceeds Expectations	Satisfactory
<p>In addition to meeting the criteria under <i>satisfactory</i>, the faculty member's:</p> <p><i>Narrative and Representative Materials</i> indicate completion of certificate programs, multi-day workshops, or sequences of seminars and workshops focused on development of specific professional competencies (e.g., participation in summer technology academy, online teaching academy, pre-conference teaching workshop) with integration of learned outcomes into teaching.</p>	<ol style="list-style-type: none"> 1) <i>Narrative and Representative Materials</i> indicate ongoing efforts to maintain and improve teaching effectiveness through annual participation in professional development activities focused on pedagogy (e.g., participation in pedagogical seminars, webinars, workshops, review of relevant literature, efforts to remedy any identified weaknesses); AND 2) The nature or type of activities is specified (e.g., dates and names of conferences or workshops, materials reviewed); AND 3) An explanation of how said activities relate to teaching and how the learned outcomes are reflected in the faculty member's pedagogical approach and methods is provided. <p>The number of professional development activities required vary according to the number of classes taught in the department per academic year. At least one professional development activity is required for faculty teaching two courses or less per year. At least two professional development activities are required for faculty teaching 3 courses or more per year.</p>
Needs Improvement	Unsatisfactory
<ol style="list-style-type: none"> 1) <i>Narrative and Representative Materials</i> do not adequately address ongoing efforts to maintain and improve teaching effectiveness through annual participation in professional development activities focused on pedagogy (e.g., participation in pedagogical seminars and workshops, reading pedagogical literature, efforts to remedy any identified weaknesses), because adequate activities are presented but <ol style="list-style-type: none"> a. The nature or types of professional development activities are not specified; OR b. There is no specification of how the learned outcomes are reflected in the faculty member's teaching; OR 2) The number of professional development activities do not reflect what is required based upon the number of classes taught in the department per academic year. 	<ol style="list-style-type: none"> 1) <i>Narrative and Representative Materials</i> do not adequately address ongoing efforts to maintain and improve teaching effectiveness through annual participation in professional development activities focused on pedagogy (e.g., participation in pedagogical seminars and workshops, reading pedagogical literature, efforts to remedy any identified weaknesses), <u>and</u> the faculty member has not redressed this in the face of relevant feedback to do so from a prior review; OR 2) The number of professional development activities do not reflect what is required based upon the number of classes taught in the department per academic year in the face of relevant feedback in a prior review to do so.

E. Currency in the Discipline	
Exceeds Expectations	Satisfactory
<p>In addition to meeting the criteria under <i>satisfactory</i>, the faculty member's:</p> <ol style="list-style-type: none"> 1) <i>Narrative and Representative Materials</i> indicate organization and facilitation of pedagogical or topical seminars and workshops for colleagues, peers, or a related target audience; OR 2) <i>Narrative and Representative Materials</i> indicate a series of professional development activities that enhance expertise on a specific and current topic in the discipline (e.g., webinar or workshop series). 	<ol style="list-style-type: none"> 1) <i>Narrative and Representative Materials</i> indicate ongoing efforts to maintain currency in the discipline as evident in instructional materials (e.g., updated versions of textbooks, topical content); AND 2) Activities germane to maintaining currency in the discipline are explicitly addressed in the narrative.
Needs Improvement	Unsatisfactory
<p>One of the following is true:</p> <ol style="list-style-type: none"> 1) <i>Narrative and Representative Materials do not</i> indicate ongoing efforts to maintain currency in the discipline as evident in instructional materials (e.g., updated versions of textbooks, topical content); 2) Activities germane to maintaining currency in the discipline are not explicitly addressed in the narrative. 	<p>Two of the following are true:</p> <ol style="list-style-type: none"> 1) <i>Narrative and Representative Materials do not</i> indicate ongoing efforts to maintain currency in the discipline as evident in instructional materials (e.g., updated versions of textbooks, topical content); 2) Activities germane to maintaining currency in the discipline are not explicitly addressed in the narrative. <p>OR</p> <p>The faculty has failed to redress prior issues involving currency in the discipline identified in previous reviews.</p>

OVERALL RATINGS OF TEACHING

Exceeds Expectations

For an overall rating of exceeds expectations in teaching, the faculty member must *exceed expectations* in **at least 3 categories**, including:

- Pedagogical Approach and Methods
- Expectations Regarding Student Achievement
- One of the remaining 3 categories.

They must be **at least satisfactory** in the *remaining 2 categories*.

Satisfactory

For an overall rating of satisfactory in teaching, the faculty member must be **at least satisfactory** in the categories of

- Pedagogical Approach and Methods
- Expectations Regarding Student Achievement
- One of the remaining 3 categories.

No category can be unsatisfactory.

Needs Improvement

An overall rating of needs improvement in teaching will be given under any of the following conditions.

- When **either** the categories of Pedagogical Approach and Methods, **or** Expectations of Student Achievement are rated as **needs Improvement**.
- When **three or more** of the five categories are rated as **needs improvement**.
- When **any one category** is rated as **unsatisfactory**.

Unsatisfactory

An overall rating of unsatisfactory in teaching will be given under the following conditions.

- When **two or more categories** are rated as **unsatisfactory**.



Mark as shown: Please use a ball-point pen or a thin felt tip. This form will be processed automatically.

Correction: Please follow the examples shown on the left hand side to help optimize the reading results.

1. Student Opinion Questionnaire

	Strongly Agree	Agree	Neither Agree/Disagree	Disagree	Strongly Disagree
1.1 The professor demonstrates knowledge of the course subject matter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 The professor is prepared for class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 The professor provides effective explanations of course subject matter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 The professor offers additional explanations of concepts when asked by students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5 The professor's assignments and examinations are connected to course content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.6 The professor provides grading criteria (for example, rubrics, instruction, or guidelines) before assignment deadlines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.7 The professor provides feedback (for example, comments and/or grades) on assignments and exams in a timely manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.8 The professor is available for contact as indicated in the syllabus (for example, via office hours, email, or other).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.9 The professor makes efforts to respond to students' academic needs and concerns.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.10 Overall, the professor's teaching in this course was effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please do not write in the space below. Please write additional comments in the "Additional Comments" box.

2. Additional Comments

2.1 Please write additional comments below.

Empty box for writing additional comments.