# COVER SHEET FOR PROPOSED CHANGES TO DEPARTMENT/COLLEGE PERSONNEL PROCEDURES

Michael D. Eisner College of Education
**COLLEGE**

Elementary Education
**DEPARTMENT**

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

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

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**BACKGROUND INFORMATION:**

1. Are proposed changes those of College ☐ or Department ■ procedures? (check one)
2. Date that current proposed changes were sent forward November 4, 2015
3. Department or College initiating proposed changes Elementary Education
4. Describe briefly the general reason(s) for your proposed change(s) (e.g., "proposed changes were initiated by the Department in response to a request from the College Personnel Committee, which felt that existing promotion criteria were too rigorous").

   The revisions are part of the 5-year revision cycle.

5. The proposed changes have been approved by the faculty of the College ☐ or Department ■. (check one)

**FOR DEPARTMENT PERSONNEL PROCEDURES:**

Renee Ziolkowska — 11/4/15
Chair, Department Personnel Committee — Date

[signature] — 11/4/15
Department Chair — Date

**FOR DEPARTMENT PERSONNEL PROCEDURES & COLLEGE PERSONNEL PROCEDURES:**

[signature] — 12/14/15
Chair, College Personnel Committee — Date

[signature] — 12/15/15
College Dean — Date

[signature] — 8/30/16
Chair, Personnel Planning and Review Committee — Date

(for PP&R use only)

| S'16 | F'16 | F'20 |
|---|---|---|
| Approval Date | Effective Date (see attached ) | Date of Next Review |

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# MICHAEL D. EISNER COLLEGE OF EDUCATION

## Department of Elementary Education

### DEPARTMENTAL PERSONNEL POLICIES AND PROCEDURES

### CONSIDERATION FOR RETENTION, TENURE AND PROMOTION

## I. Procedures for Peer Class Visits

A. The Department Chair or designee shall provide a copy of evaluation criteria and procedures to all faculty no later than 14 calendar days after the first day of instruction of the academic term.

B. Peer Class Visits

1. Candidates for retention, tenure, or promotion shall be visited by a member of the Department Personnel Committee and the Department Chair (or their designees) in the fall semester of the academic year. Full-time lecturers and first-year tenure-track faculty shall be visited in the fall or spring semester.
2. Candidates shall notify the Chair of the Department Personnel Committee of the class schedule, room, and appropriate dates for visits. Notification shall occur by the end of the sixth week of the semester.
3. Visits by Department Personnel Committee members and by the Department Chair (or designees) shall be scheduled with the candidates by mutual agreement. The peer class visits shall be scheduled at least one week in advance of a visit by members of the Department Personnel Committee or the Department Chair (or designees).
4. Visitors shall observe. They shall not participate in class discussions.
5. Visits for the purpose of observation shall be followed by written reports, one by a member of the Department Personnel Committee and one by the Department Chair (or designees) within 14 calendar days of the visit.
6. Upon receipt of the written report from a Personnel Committee member, faculty may request, within 10 calendar days, an additional visit by a different Personnel Committee member.
7. Subsequent to 10 calendar days, reports shall be distributed as follows: Original to the faculty member, with copies to the Department Chair, Chair of the Department Personnel Committee, and to the Dean of the College of Education, for inclusion in the faculty member's Personnel Action File in the Dean's Office.

## II. Student Evaluations

A. Confidential student evaluations for all faculty who teach will be collected in at least two classes in the same semester each academic year. Faculty teaching only one class each semester will be evaluated in the one class in fall and the other in the spring

semester. First-year faculty are to be evaluated in at least two classes in both the fall and spring semesters.

B. The Chair will inform Elementary Education faculty of the deadline for completing student evaluations each semester.

C. Faculty follow approved Departmental instructions for the completion of the student evaluations.
   1. Student proctors will distribute and collect forms, seal envelope, sign across the seal, and return the evaluation forms to the Department of Elementary Education Office immediately following the class session in which the evaluation is administered.
   2. After grades have been submitted, and when available from the responsible university office, evaluation results shall be returned to the faculty member. Departmental mean scores shall be included as an aid in interpreting the individual's scores.
   3. Student evaluations will be divided between statistical results and narrative appraisals. The statistical results and narrative comments will be returned to the faculty member who will retain them. A copy of both the statistical and narrative portions of the evaluations will be placed in the Personnel Action File where they shall be retained for a minimum of five years.

D. Faculty may provide a summary and analysis of statistical results, narrative appraisals, and instructional materials as part of the Professional Information File.

## III. Procedures for Providing Students with the Opportunity to Consult with the Department Chair or Department Personnel Committee

A. It is the policy of the Department of Elementary Education that students may consult with the Department Chair and/or Department Personnel Committee on the retention, tenure or promotion of faculty of the department.

B. By no later than the eighth week of classes in the fall semester, the Department will post the names of faculty being considered for retention, tenure and/or promotion. Department staff will also provide a list of these faculty upon request.

C. Students may consult with the Department Chair or Department Personnel Committee. The department will post a date and time for student consultation.

D. Students may submit a written, signed statement to the Department Chair or Personnel Committee Chair. As discussed in Section 600, only information provided in a signed statement may be used in personnel deliberation process.

## IV. Scholarly and Creative Contributions to the Field of Study

A. The department values and recognizes a variety of scholarly and creative contributions in the field of education. The department requires these scholarly and creative contributions to be peer reviewed or reviewed according to the procedures outlined in IV.B.1. Peer-reviewed is defined as a scholarly contribution that has been reviewed by one or more experts in the field; this may consist of an editor, a committee of two or more journal reviewers, or some other documented review process. A minimum of three scholarly or creative contributions to the field of

education are required by the department for the promotion to associate professor. The variety of scholarly and creative contributions that can count toward tenure and promotion is outlined in further detail below.

1. ***Peer-reviewed scholarly journals***: The department requires three scholarly contributions for the award of tenure and promotion to the rank of Associate Professor, one of which ***must be*** in a peer-reviewed scholarly journal in the field of education.
2. ***Other published works***: These may include monographs (e.g., scholarly study on a defined topic), published proceedings from professional conferences, sound recordings, video recordings, computer software, curriculum materials used at the Pre-Kindergarten through doctoral program levels, and/or professional standards for the teaching profession. These must be widely available to the larger educational community. Additional options may include: recognition of work by professional organizations or commercial organizations engaged in the production and distribution of such material, if the material is widely used and accepted in the field of Elementary Education as an appropriate activity indicating the application of scholarship and professional service.
3. ***Self-published works:*** Books, video or audio recordings, or software published at the author's expense or other material for which the author pays the whole or part for publication (other than articles printed in a professional journal that normally charges for publication and are not considered "predatory journals") shall be considered a publication according to the Criteria and Procedures for Evaluation of Scholarly and Creative Contributions set below in IV.B.
4. ***Externally funded grants***: In addition to the criteria in Section 600, the Department shall consider as a significant scholarly contribution to the field of study externally funded proposals for research, training or development grants in the field of Elementary Education when such a proposal includes a scholarly review of the literature and encompasses an original scholarly model or theory or the development or extension of such model or theory. Proposals shall be externally refereed. The original proposal and the external reviews, if attainable, should be submitted by the candidate for consideration in the personnel process.
5. ***Collaborative works***: Documents resulting from collaborative or consulting efforts with local, regional, state, national or international education agencies to improve practices in elementary education or in learning by elementary age children will be considered, if evaluated according to the Criteria and Procedures for the Evaluation of Scholarly and Creative Contributions set below in IV.B.

B. Criteria and Procedures for the Evaluation of Scholarly and Creative Contributions
   1. Significant Scholarly and Creative Contributions that have not been peer-reviewed may be accepted as a significant or creative contribution to the field of study after the candidate submits it to the following review process:
      a. For external reviews of Significant Scholarly and Creative Contributions, there shall be three external reviewers, one each selected by the candidate, the Department Personnel Committee, and the Department Chair. External

reviewers must be independent of CSUN. Each reviewer shall write a letter addressing the criteria listed above. The external reviewers may be:

i. Scholars at other institutions of higher education;
ii. Recognized and qualified professionals from professional organizations, e.g., Association of Supervision and Curriculum Development, National Council of Teachers of English, National Council of Teachers of Mathematics, International Literacy Association;
iii. Recognized and qualified professionals, with a minimum of an earned MA/MS and documented expertise in the content area or area of focus.

2. Scholarly and Creative Contributions that have not already been peer-reviewed and are being reviewed by the external committee created in IV.B.1 to meet the peer-review requirement shall be evaluated by the following criteria, when applicable:
   a. Goals and objectives
   b. Preparation
   c. Methods of inquiry
   d. Use of multiple data sources
   e. Results
   f. Presentation
   g. Critique and recommendations for further study or application
   h. Documentation in written or electronic format
   i. Dissemination of the product to appropriate audiences by means such as the following: journals in the field, newsletters, Education Resources Information Center (ERIC), websites, peer reviewed conference publications and/or proceedings, school district documents such as handbooks or curriculum guides, and other activities as described in IV.A.