COVER SHEET FOR PROPOSED CHANGES TO DEPARTMENT/COLLEGE PERSONNEL PROCEDURES

Nursing

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

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

BACKGROUND INFORMATION:

1. Are proposed changes those of College ☐ or Department ☑ procedures? (check one)

2. Date that current proposed changes were sent forward November 21, 2013

3. Department or College initiating proposed changes Nursing Department

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").

   Submitting new department personnel policy. No prior policy exists.

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

FOR DEPARTMENT PERSONNEL PROCEDURES:

Chair, Department Personnel Committee
Marianne Mattar

Date
11/12/13

Department Chair

11/12/13

FOR DEPARTMENT PERSONNEL PROCEDURES & COLLEGE PERSONNEL PROCEDURES:

Chair, College Personnel Committee

Date
1/31/14

College Dean

8/26/14

Chair, Personnel Planning and Review Committee

(fore RR use only)

Approval Date
5'14

Effective Date (see attached)
F'14

Date of Next Review
F'18

n.forms: personnel procedures cover
Department of Nursing  
Personnel Policies & Procedures  
February 2014

Policy:
1. These procedures remain subject to CSUN policies, procedures, and calendars, including *Administrative Manual Section 600 Academic Personnel Policies* as well as the Personnel Policies and Procedures of the College of Health & Human Development.

2. The Chair of the Nursing Department shall provide a copy of Department Personnel Policies and Procedures to all Department faculty within first 14 days of the academic year.

3. Tenure-track faculty members may propose changes to these policies at any time, which must be approved by a vote of all tenure-track faculty. Any changes must be submitted for required review and approval beyond the Department.

4. The Department Personnel Committee shall perform its responsibilities in consultation with the Chair of the Department.

Procedures:
I. Membership of Nursing Department Personnel Committee

A. The Department Personnel Committee shall consist of the following: A 3-person committee containing a minimum of two full professors elected by all faculty members of the Nursing Department’s tenured and tenure-track faculty. The ballot shall include all eligible tenured Associate and Full Professors. Service of elected members of Department Personnel Committee shall be for the academic year. Qualified faculty must serve if elected.

B. The Chair of the Nursing Department and a member of the Department Personnel Committee from the prior year shall count the ballots. Original ballots shall be maintained in a locked drawer by the Administrative Support Coordinator for two (2) years then shredded.

C. When fewer than 3 qualified Nursing faculty are available to stand for election, the Chair of the Department, in consultation with the Nursing tenured & tenure-track faculty and with the Dean of the College (if necessary), shall seek qualified faculty from other Departments within the College to stand for election.

D. The Department Personnel Committee may serve also as a sabbatical proposal review committee; or faculty may elect a separate sabbatical proposal committee of tenured faculty. During any year in which a member of the Department Personnel Committee has submitted a sabbatical proposal for review, the Department shall elect a separate sabbatical review committee to review all proposals that year.
II. Review for Retention, Tenure, and Promotion

A. Once the Associate Vice-President for Faculty Affairs forwards to the Chair of the Department the names of candidates eligible for retention, tenure, and promotion, the Chair of the Department shall meet with the Department Personnel Committee and provide the committee with the Nursing Department Personnel Policies and Procedures.

B. The Department Personnel Committee shall then meet with each candidate and adopt and publish a calendar by which the retention, tenure, and promotion process shall be implemented. The published calendar shall allow a reasonable time frame for the review process, but must be within Section 600 due dates.

C. Accelerated Promotion

1. Promotion to Associate Professor, with or without tenure, as well as to Professor, may be recommended early if in response to a compelling need of the Nursing Department.

2. Consideration for promotion to Professor normally occurs during the fifth year after promotion to Associate Professor. Faculty who are candidates for promotion before the normal period must demonstrate that they meet, in a period of time shorter than that of normal promotion considerations, all of the criteria in Section 600 of the Administrative Manual as well as the Department and College criteria for advancement to the next rank.

3. Faculty members shall be considered for accelerated promotion only if the faculty member notifies the Department Chair and the College Dean in writing and prior to the start of the department-level reviews.

III. Optional Procedure Permitted by Section 600

A. Instructional materials as required in the Professional Information File (PIF).

B. Teaching Effectiveness and Direct Instructional Contributions

1. Peer and Chair class visits

   a. The Department Chair and one member of the Department Personnel Committee shall make separate visits to the class of each faculty member, who is under consideration for retention, tenure, promotion, or post-tenure review. (See Appendix A for guideline for documenting peer class visits.)

   b. Visits shall be arranged at a mutually agreeable date and time within dates
required by personnel review deadlines. (See II.B). Visits shall be for a minimum of 50 minutes.

c. Candidates may request an additional visit by a member of the Department Personnel Committee or by any other full-time tenured faculty member, to be included as data for the review process. Visits by peers outside of the Department Personnel Committee may not be substituted in any way for required Department Personnel Committee member peer visits.

d. Class visit guidelines in Appendix A may be adapted by the Department Personnel Committee and faculty member for observation of online, clinical, or other type of instruction if such visits well represent the faculty member's teaching assignment.

e. The candidate will provide a course syllabus to the peers prior to their visit to the class.

2. Student evaluations

a. Probationary faculty shall have a minimum of two classes evaluated in each of the two semesters during their first year of University service.

b. Beyond the first probationary year all teaching faculty are required to have two classes evaluated every year.

c. Faculty may request evaluation of any and all classes beyond those required and may use additional formal or informal evaluation methods to monitor quality of instruction. Faculty may submit any additional teaching evaluation data in their PIF. This may include evidence of current clinical competence, such as current practice, professional license, and professional certification.

3. Student consultation

a. Notices shall be posted by email, bulletin boards, and other reasonable communication methods advising students how and when they may consult with the Department Chair and the Department Personnel Committee about faculty members being considered in the retention, tenure, and promotion process. (See Appendix B for sample notice.)

b. Student consultations with the Department Chair and members of the Department Personnel Committee shall be conducted at a location other than the Department complex.

c. Input received through Student Consultations shall be used as per Section 600.
C. Contributions to the Field of Study

During review for retention, tenure, promotion, or post-tenure, faculty members are expected to demonstrate a consistent sustained level of scholarly engagement as demonstrated by a body of significant scholarly and creative contributions that promote the individual, program, university, and the nursing profession. These include:

1. Publications

2. Significant Scholarly and Creative Contributions to the Field

1. Publications: At least two (2) peer-reviewed publications that are completed since appointment are required for promotion to Associate Professor, and at least three (3) peer-reviewed publications since promotion to the rank of Associate Professor are required for advancement to the rank of Professor. Materials used for a given promotion and tenure consideration may not be used in future reviews. Publications are defined to include:

   a. **Peer-reviewed Publications.** Evidence of authorship (first author or authorships listed in alphabetical order) of publications that are peer reviewed and widely disseminated/published in professional disciplinary or interdisciplinary journals. Peer-reviewed publications include research-based manuscripts, theoretical and/or philosophical papers, and peer-reviewed books, chapters, and position papers for professional organizations. Manuscripts that are co-authored and are not in an alphabetical rank order shall require evidence of the faculty’s contribution to the publication.

2. Significant Scholarly and Creative Contributions to the Field: Significant scholarly contributions that may not fall within the defined parameters of peer-reviewed publication but are considered as equally important scholarly and creative activity. Examples of significant scholarly and creative contributions to the field are defined to include but not limited to:

   a. **Grant Proposals:** External research or pedagogical grants proposal that are funded).

      i. If the candidate is not the principal investigator or one of two co-principal investigators, then the candidate’s contributions to any grant shall be documented in the same way as with multi-authored publications.

   b. **Conference Proceedings** at the community, state, national, and international level. The Proceedings must undergo external peer review as outlined below.
3. For purposes of determining "Significant Scholarly and Creative Contributions to the Field," external peer review shall be consistent with the following guidelines:

   a. The term "peer" refers to individuals outside of CSUN, who have documented expertise in the subject area of the material to be reviewed.

   b. Normally the "peers" would be from academic disciplines consistent with the subject matter or subject matter experts.

      i. The candidate and the Department Personnel Committee shall jointly select a three-person external peer review team.

      ii. Names may be submitted by the candidate or Department Personnel Committee and in consultation with the Department Chair.

      iii. One reviewer shall be chosen by the candidate, one by the Personnel Committee, and one jointly selected.

   iv. The Chair of the Department Personnel Committee shall request reviewer input from all consenting external reviewers using guidelines outlined in Appendix C.

   v. The Department Personnel Committee will review returned Appendix C forms from external reviewers as an aid in determining whether the reviewed work makes a significant scholarly and creative contribution to the field of nursing.

   vi. The Department Personnel Committee will share completed external reviewer forms with the candidate with reviewer names redacted. The candidate shall receive these no later than when the candidate receives the recommendation of the Committee prior to its being forwarded to other recommending agencies so it can be used in the appeal process.

   vii. The external review timeline must be consistent with deadlines within Section 600 for the current year. If deadlines are not met the results of the review will be considered during the following year.

4. Authorship considerations of scholarly work

   a. In the case of dual authorship, the faculty member shall receive the same credit as for single or primary authored articles.

   b. When a faculty member is not the primary author on a multi-authored publication, the faculty member shall provide documentation of their specific
contributions to the publication.

5. The Department Personnel Committee shall evaluate whether a submission is a significant scholarly or creative contribution.

   a. The determination depends on documented author contribution, extent of distribution of the publication, or significance either to the University or to external groups.

   b. The faculty member under consideration is responsible for providing convincing initial documentation that any work makes a significant scholarly and creative contribution to the field of nursing.

   c. Candidates shall notify the Department Personnel Committee at their earliest opportunity in order to expedite the external review process to document the significance of the work.

   d. The candidate or Department Personnel Committee may request external peer review from those outside of the University who: a) were not engaged in developing the potential equivalent item, and b) would have special knowledge of the subject matter and value of the contribution.

   e. The Department Personnel Committee shall pursue timely external review for evaluating the significance of the Scholarly or Creative Work.

D. Contributions to the University and Community include service that draws upon the professional expertise of the faculty member.

   1. The quality of the faculty member's contribution is more significant than the level at which it is made when the service supports the mission, vision, values, and goals of the University.

   2. Recognition shall be given for Interdepartmental Committee Work in building the Department of Nursing and supporting the growth of programs and community relationships.

   3. Service to the Nursing Department in building and maintaining necessary systems and infrastructure makes a contribution to the work of the College and University and is equally valued. This includes, but is not limited to, discipline-specific accreditation work, clinical coordination, assessment, and developing/revising curricula that conform to emerging professional standards and regulatory requirements. Some examples are:

      a. Significant contributions to reports for the regulatory Board of Registered Nursing & accrediting agencies;
b. Program assessment data collection, analysis, and written reporting; and

c. Mentoring, when the candidate is officially designated by the Department Chair or designee to mentor junior colleagues, staff, or students in professional development.

4. Work with vulnerable or under-represented individuals and groups is to be recognized.

5. Faculty within the clinical discipline of nursing should be recognized for clinical activities in service to health care agencies that strengthen their teaching and scholarship.

6. Service to the community may include community education, such as Basic Life Support (CPR), Pediatric Advanced Life Support (PALS), and similar activities.

7. When the candidate functions as a member of a larger group providing University and community service then the candidate must provide documentation of their specific contributions.
## APPENDIX A

### Guidelines: Peer Class Visits

**Directions:**
Prior to the in class observation, the observer will have reviewed course materials including but not limited to the course syllabus and evaluation tools. The observation will be at least 50 minutes in length.

Instructor: ___________________________ Class#: ___________ Date: __ / __ / ____

Instructor’s Mode of Teaching: _____________________________________________

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<tr>
<th></th>
<th>Exceeds Expectations</th>
<th>Meets expectations</th>
<th>Does not meet expectations</th>
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<tbody>
<tr>
<td>1. CLASS CONTENT:</td>
<td>5 4 3 2 1</td>
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<tr>
<td>Information was presented logically, clearly, organized, understandable, appropriate to audience, and highly relevant to this course. Instructor fully prepared for class.</td>
<td>5 4 3 2 1</td>
<td>The information was presented in an unclear, confusing, unorganized manner; lacked relevance to course, unprepared for class and content.</td>
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<td>2. STYLE:</td>
<td>5 4 3 2 1</td>
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<td>The teacher’s delivery style was creative, interesting &amp; engaging using interactive techniques. For example using PowerPoint, overheads, or other creative endeavors to connect with the audience.</td>
<td>5 4 3 2 1</td>
<td>The teacher’s delivery style was boring, mundane, and lacked energy and enthusiasm.</td>
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<td>3. HANDOUTS/AUDIOVISUALS:</td>
<td>5 4 3 2 1</td>
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<td>were relevant to the discussion, accurate, clear, adequate size, not too wordy &amp; helpful to students.</td>
<td>5 4 3 2 1</td>
<td>Handouts/Audiovisuals were not professional appearing, accurate, clear, of adequate size to see, or were too wordy and not helpful.</td>
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<td>4. CONFIDENCE:</td>
<td>5 4 3 2 1</td>
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<td>evidence of knowing subject very well and displayed confidence in “owning” and thorough command of the material and topic.</td>
<td>5 4 3 2 1</td>
<td>Lacked confidence and did not display “owning” or command of the material and topic.</td>
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<td>5. LANGUAGE:</td>
<td>5 4 3 2 1</td>
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<td>uses language appropriate to for the audience. Uses real-life anecdotes and examples to illustrate abstract ideas. Gives clear instructions needed to complete required tasks.</td>
<td>5 4 3 2 1</td>
<td>Language inappropriate to the audience. “Talked up or down to the group.” No real-life examples. No instructions given for completion of tasks.</td>
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<td>6. ENERGY:</td>
<td>5 4 3 2 1</td>
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<td>Demonstrates an excitement/passion for the subject. Engages and motivates students throughout the presentation</td>
<td>5 4 3 2 1</td>
<td>Did not engage with audience or stimulate motivation to learn.</td>
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<tr>
<td>7. RAPPORT with students is clearly evident. Listens carefully to students’</td>
<td>5 4 3 2 1</td>
<td>No connection noted with students. Does not promote</td>
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questions and comments, promotes interaction among students, encourages students to ask questions, express opinions, give feedback that promotes critical thinking. Effective eye contact used.

| 8. Class management. Instructor uses effective, class management techniques. Instructor exercises control using a respectful, non-threatening and professional manner. | 5 4 3 2 1 | Class is out of control. Faculty ignores student comments or behaviors and does not address disruptive student behavior. |

| 9. **OVERALL EVALUATION** is superior... doesn’t get any better than this one! | 5 4 3 2 1 | Overall poor evaluation. Much improvement needed for professional teaching delivery. |

Evaluator initials __________
Faculty initials __________
Peer Review of Teaching

If format is primarily lecture, scan the class every 10-15 minutes to see if the class is listening

1. Students are listening/paying attention
   High 5 4 3 2 1 N/A
   Low

2. Many students were participating, asking questions
   High 5 4 3 2 1 N/A
   Low

Overall strengths observed during this class:

Constructive feedback recommendations if appropriate:

Other Insights:

Date of Conference: /_____/_______ Evaluator's Printed Name: __________________________

Evaluator’s Signature_________________________ Date: ______/_____/______

Signature of Evaluated Instructor________________ Date: ______/_____/______

Comments: ____________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________
APPENDIX B
Student Input Requested!

The Department of Nursing is engaged in a regular faculty review process. Students may provide input about the faculty member’s teaching performance either in person or in a signed written statement.

[Rank: e.g., 2nd Year Probationary Faculty – Retention]

[Name of faculty member]

Signed written comments are due no later than [time] on [date] to [name], Chair of the Department of Nursing Personnel Committee, CSU Northridge, 18111 Nordhoff St. Northridge, CA. 91330-8285.

Students may request an appointment to speak with the Nursing Personnel Committee concerning the faculty member listed above no later than [date]. To schedule an appointment, please contact [Dept. Committee Chairperson name] at [email].

Student names shall not be revealed to the faculty member being reviewed unless an individual student includes a signature on the written statements.
External Review for Scholarly Contribution to Nursing –
Directions: You may submit written, signed & dated comments in addition to or in lieu of this format. Your qualitative comments are highly valued by the Committee.

Reviewer name: ________________________________

Date of review: ________________________________

I find this a scholarly & creative contribution to nursing and/or closely related discipline (please check one) yes; no.

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<tr>
<th>The [named item] is:</th>
<th>Yes</th>
<th>Partially</th>
<th>No</th>
<th>Comments (esp. if you check “no”)</th>
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<tbody>
<tr>
<td>1. Accurate</td>
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<td>2. Complete</td>
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<td>4. Meets professional nursing or related standards</td>
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<td>5. Creative (Unusual/Original Approach)</td>
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<td>6. Writing style – Clarity? Literacy considerations? Documentation?</td>
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<td>7. Other critique &amp; observations</td>
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