

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

HHD _____

COLLEGE

FCS _____

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. underline any text that you wish to have added to your written procedures.

RECEIVED
CSUN

DEC 17 2018

BACKGROUND INFORMATION:

1. Are proposed changes those of College or Department procedures? (check one)
2. Date that current proposed changes were sent forward 10/30/18
3. Department or College initiating proposed changes FCS
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"). Proposed changes were initiated by the FCS faculty during the regular revision period. Appendices were removed from procedures as it was felt they were not being used and were not longer needed or relevant.
section 600; Tenure Track
5. For Department Personnel Procedures, list the date the department faculty voted to approve the proposed changes: 10 / 26 / 18
6. For College Personnel Procedures, list the date the college faculty voted to approve the proposed changes: 10 / 26 / 18

Office of
Faculty Affairs

FOR DEPARTMENT PERSONNEL PROCEDURES: (Sign & Print Name)

Claudia Fajardo-Lira Claudia Fajardo 10/23/18
Chair, Department Personnel Committee Date
[Signature] 12/17/18
Department Chair Date

FOR DEPARTMENT PERSONNEL PROCEDURES & COLLEGE PERSONNEL PROCEDURES:

Kyusuk (Stephan) Chung [Signature] 12/17/18
Chair, College Personnel Committee Date
[Signature] 17-DEC-2018
College Dean Date
[Signature] 08/21/2019
Chair, Personnel Planning and Review Committee Date

(for PP&R use only)	Fall 2022 for changes in criteria	
<u>08/21/2019</u>	<u>07/01/2019</u>	<u>Fall 2023</u>
Approval Date	Effective Date (see attached)	Date of Next Review

DEPARTMENT OF
FAMILY & CONSUMER SCIENCES
RETENTION, TENURE AND PROMOTION (RTP)
PERSONNEL PROCEDURES

FALL 2018

Prepared by the
FCS Department Personnel Committee (2018-2019)
Claudia Fajardo-Lira, Chair
Angie Giordano
Dena Herman

(In consultation with Department Chair Tom Cai)

Department of Family & Consumer Sciences

**Criteria for Evaluations and Recommendations
for Retention, Tenure, and Promotion**

There are four criteria for Retention, Tenure and Promotion (RTP):

- (1) Professional Preparation and Development
- (2) Teaching Effectiveness and Instructional Contributions
- (3) Contributions to the Field of Study (Research and Publications; Creative Activity)
- (4) Service to University and the Community

(Note: Accelerated Promotion: Faculty wanting to be considered for accelerated promotion or early tenure must notify the Department Chair and the College Dean, in writing and prior to the start of the department-level reviews.)

(1) Professional Preparation and Development

Terminal Degree

The Ph.D. normally is considered the terminal degree for faculty in the Department of Family & Consumer Sciences. Exceptions may include the Masters of Fine Arts (MFA) degree and Masters in Architecture in the area of Interior Design; Doctor of Jurisprudence (J.D.) degree in the area of Consumer Affairs; Doctor of Public Health (Dr.PH.), Doctor of Education (Ed.D.) and the Doctor of Medicine (M.D.) degree in the area of Nutrition, Dietetics & Food Science. Specific determinations of a terminal advanced degree in unusual circumstances may be embodied in a Memo of Understanding between the faculty member, the Department and the College

(2) Teaching Effectiveness and Instructional Contributions

Teaching Effectiveness

Teaching effectiveness is a primary criterion for retention and tenure as well as promotion to any rank.

Procedures for evaluating teaching effectiveness:

- A. Peer evaluation
 - B. Student evaluation
 - C. Student consultation (forum)
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- A. Peer evaluation of class performance is made according to the following procedures:

1. During the fall semester, prior to deliberation, the Department Personnel Committee will schedule a class visit for evaluations related to retention, tenure, and promotion. Tenured faculty members may indicate in writing and send to all levels of reviews (Department Chair, Chairs of Department and College Personnel Committee, and Dean) their wish not to be considered for promotion after receiving their notice of eligibility for promotion, and they will not receive a visitation except when they are scheduled for 5-year post tenure review. All others will receive a class visitation.
2. The Department Chair (*or designee*) and one member of the Personnel Committee (*or designee*) shall visit a class of each candidate eligible for retention, tenure, or promotion. The total number of different evaluators visiting each eligible candidate shall be no less than two per academic year. Class visits will be scheduled by mutual agreement between the evaluator and the faculty member being evaluated. A normal visit will be approximately one hour. Online, distance learning, service learning, and laboratory courses will be evaluated through a process mutually agreed to by the faculty member and the Department Personnel Committee, and should include both peer and student evaluations. If a faculty member is being reviewed for retention and/or promotion, the evaluation must be done by a faculty member of a higher rank.
3. Each visiting faculty member conducting a Peer Evaluation will complete an Evaluation Form and submit the form to the faculty member under review within 14 calendar days of the visit. The faculty member has a designated amount of time (10 calendar days) to respond to the evaluating faculty member, either by written or verbal correspondence, and a conversation (written or verbal) may take place during this 10 day period. The candidate may also submit a rebuttal statement or response in writing within the ten (10) calendar days. Also, once the evaluator and the candidate have consulted, an evaluator may or may not elect to change items on the Evaluation Form. After the 10 day period has expired, the original evaluation report, the final evaluation report (if changes have been made), and any correspondences between the evaluator and faculty member under review, will be submitted to the Department, placed in the Personnel Action File located in the Dean's office, with copies sent to the Chair of the Department Personnel Committee and the Department Chair. A copy of the report shall be retained in the candidate's Personnel Action File for a minimum period of five years. A copy of this form will be submitted to the candidate within 14 calendar days of the visit. An additional copy will be placed in his/her Personnel Action File located in the Dean's Office. The candidate may request a meeting to discuss the report, to be held within ten (10) calendar days after the written report is placed in the candidate's campus mailbox. The candidate may also submit a rebuttal statement or response in writing within the ten (10) calendar days. At the conclusion of the ten (10) calendar days, the report, and any response or rebuttal statement, will be placed in the Personnel Action File, with copies sent to the Chair of the Department

Personnel Committee and the Department Chair. A copy of the report shall be retained in the candidate's Personnel Action File for a minimum period of five years.

B. Student Evaluation

1. The Department utilizes a department-approved Student Evaluation of Teaching Effectiveness form for measuring teaching

competence. A minimum of two classes annually for each faculty member, as determined by the faculty member, shall have such written student evaluations. Probationary faculty in their first year of service at CSUN will have two courses evaluated in both the fall and spring semesters.

2. After semester grades are assigned, the Department Chair shall provide each faculty member with the results of his/her quantitative and qualitative (comments reports) evaluations and shall place copies of the results in the Personnel Action File, located in the Dean's Office, where they shall be retained for a minimum period of five years.

C. Student Consultation (forum)

Students shall be provided the opportunity to consult with the Department Personnel Committee regarding the teaching performance of probationary or tenured faculty members under consideration for reappointment, tenure, and/or promotion. The consultation will take place in a building that is different from the department's building.

1. Student consultation will occur on a date approved by the Department Personnel Committee
2. A notice should be posted no later than 5 business days before the consultation session.
3. During this student consultation period a notice will be posted in Sequoia Hall.
4. Written statements from students regarding faculty shall be handled in accordance with Section 600 of the *Administrative Manual*.

Instructional Contributions

Faculty who undertake activities that make substantial contributions to their courses beyond what is normally evaluated as teaching effectiveness, or who engage in activities that contribute to instruction beyond the limits of their classes, shall be given appropriate positive recognition.

Examples of such instructional contributions include, but are not limited to, the following:

- Development of effective instructional materials, teaching strategies, or other pedagogical improvements, especially when these are useful to other instructors and their students
- Dissemination (through workshops, seminars, or conferences) of information, materials, or skills designed to sustain or improve teaching effectiveness
- Development and/or execution of programs designed to assist the teaching efforts of other faculty, for example, training programs for new faculty or teaching assistants

- Development of unusually clear educational objectives and of the testing instruments to measure their achievement, when these are helpful to the Department or University

(3) Contributions to the Field of Study: Peer Reviewed Publications and Other Significant Scholarly and Creative Contributions

Expectations of Contributions to the Field of Study:

Assistant Professor

1. Significant scholarly or creative contributions to the field of study as defined in Section 600 beyond terminal degree are desirable.
2. Functions as an active member through participation in professional organizations, institutes, etc.
3. Pioneering work in profession is not required.

Associate Professor

1. Significant scholarly or creative contributions to the field of study as defined in Section 600, beyond the terminal degree are normally required.
2. Participation in a program and carrying out of significant responsibilities in professional organizations, institutes, etc.
3. Pioneering work in profession (e.g. organizing professional groups, promoting reforms, developing new fields) is desirable.

Professor

1. Significant scholarly or creative contributions to the field of study as defined in Section 600 beyond terminal degree is required. Exceptions to these requirements shall be defined and justified by the candidate and evaluated by the recommending agencies in the Department. No exception shall be granted unless the candidate has demonstrated outstanding contributions to the field of study in other ways. The Personnel Planning and Review Committee will evaluate all candidates requesting consideration under this provision.
2. Assumes leadership responsibilities; presents major papers in professional organizations, institutes, etc.
3. Pioneering work in profession, (such as organizing professional groups, promoting reforms, developing new fields) is desirable.

Defining Significant Scholarly and Creative Contributions to the Field of Study for Retention, Tenure and Promotion

This section describes research, scholarship, and creative activity used by the Department of Family & Consumer Sciences for evaluation of faculty for promotion and tenure. Our faculty engage in basic and applied research and creative activities appropriate to their specialties that support the department's mission and disseminate their findings and results through relevant modes.

A. Peer Reviewed Publications:

1. Publications deemed appropriate to the FCS Department. The FCS Department defines "Publications" in the following manner:
 - a. The publication of any paper in a refereed journal on a topic related to family and consumer sciences, pedagogy, or application of scholarly knowledge in professional services.
 - b. The publication of books, book chapters, monographs or manuals based on research, including textbooks that are based on technical and research information.
 - c. Papers in proceedings that have been peer-reviewed by proceedings committee for merit.
 - d. Juried and/or invited exhibits related to Interior Design, Housing, Apparel and other aspects of art associated with Family and Consumer Sciences.
 - e. Any original, creative, or educational material that has been juried or reviewed by recognized scholars and contributors to the field of study and made available for distribution. The burden of proof for evaluation and distribution rests with the candidate.
 - f. Externally funded grants obtained through submitting a written proposal, which has been evaluated through a formal, juried review process.
 - g. In the event that a non-refereed publication or non-juried exhibit is submitted as an equivalent to publication, the following review process will be used:
 - i. A three-person external peer review team will be jointly selected by the candidate and the Department Personnel Committee.
 - ii. Names of potential peer reviewers can be submitted by the candidate or Department Personnel Committee or in consultation with the Option Coordinator and Department Chair.
 - iii. One reviewer will be chosen by the candidate, one by the Department Personnel Committee, and one jointly selected.
 - iv. The external review process must be consistent with deadlines within Section 600 of the *Administrative Manual*.

- i. A manuscript for a journal article, conference proceeding, book chapter, monograph, or manual submitted, but not yet published, may be included if it is accompanied by a letter from the editor(s) stating that it has been accepted for publication through a peer review process. Books must be published in order to be accepted as publications. Revisions of published books are not considered publications.
 - j. Any scholarly work recognized as a publication for a previous promotion cannot be considered for subsequent promotion.
 - k. The Department sets as a minimum requirement the following number of publications or other significant contributions for the candidate to be promoted from one rank to the next: a) at least 3 to be promoted from Assistant to Associate; b) at least 2 to be promoted from Associate to Full professor.
2. Authorship
- Candidates need to clearly identify peer-reviewed publications and other significant contributions by providing evidence of the peer-reviewed process.
- Authorship guidelines:
 - o Anyone who has made a substantial, direct, intellectual contribution to work should be acknowledged. This should include contributions from colleagues and students. An example of authorship policy includes descending order of contribution, placing first the person who took the lead in writing the manuscript or grant, or doing the research. It is suggested that authorship should be decided before starting the project.
 - o In the PIF, each faculty member shall include a Co-Authorship Disclosure Form so that the reviewers can interpret contributor-roles correctly.

B. Other Significant Research and Creative Activity

Individual faculty members may demonstrate their academic productivity through any of the eight models of scholarship described below. All models require peer review.

1. The Laboratory Model. Refers to experimental and laboratory testing.
2. The Empirical Model. Adapts the empirical methods and theories of natural and social sciences to the study of the human behavior and environment.
3. The History Model. Relates the cultural, political, and social context to the past.

4. The Design Model. Relates to the traditional practice of the design disciplines and visual arts where creative work is peer reviewed.
5. The Applied Research Model. Refers to practical problems investigated, implemented, and/or evaluated.
6. The Theoretical Model. Involves the development and application of theory in all areas of Family & Consumer Sciences.
7. The Studio Model. Refers to the studio experience as a form of inquiry particularly through the making of building designs, interior and apparel designs, and food products.
8. The Pedagogical Model. Focuses on the art and science of teaching theory and methodology in all areas of Family and Consumer Sciences including Community Service Learning, for example.

(4) Service to the University and Community

Contributions to the University and community refer to those contributions normally expected from all members of the faculty. Such contributions include active membership on committees at the Department, College, or University level; student advisement, and such other responsibilities, including writing accreditation self-study report, community service, undertaken to advance the goals of the University. The Department of Family and Consumer Sciences identifies the following as contributions to the University and Community recommended for each rank:

Assistant Professor

1. Effective participation in faculty and student affairs committees or initiatives at various levels (University, College, Department)
2. Student advisement, mentoring, and retention activities are highly desirable
3. Community service

Associate Professor

1. Significant contributions and effective participation in faculty and student affairs at various levels (University, College, Department)
2. Identification as being effective in student advisement, mentoring, and retention activities
3. Community service

Professor

1. Demonstrates leadership qualities and makes significant contributions through effective participation in faculty and student affairs at various levels (University, College, Department)

2. Identification as being effective in student advisement, mentoring, and retention activities
3. Community service