

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

Health & Human Development

Nursing

**COLLEGE**

**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.

RECEIVED  
CSUN

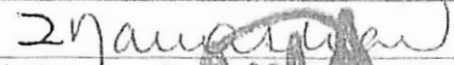
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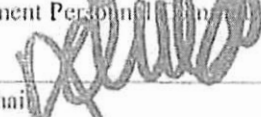
**BACKGROUND INFORMATION:**

1. Are proposed changes those of College  or Department  procedures? (check one)
2. Date that current proposed changes were sent forward November 5, 2018
3. Department or College initiating proposed changes Nursing
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"). Nursing P&P were reviewed by faculty with minor changes which included the clarification of voting members to include full time lecturers and a mention about faculty trying to avoid predatory journals for publication with references as consulted with our librarian Marcia Henry. Section 600, Tenure Track
5. For Department Personnel Procedures, list the date the department faculty voted to approve the proposed changes: 11 / 5 / 2018
6. For College Personnel Procedures, list the date the college faculty voted to approve the proposed changes: 11 / 5 / 2018

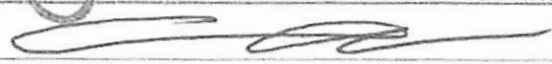
Office of  
Faculty Affairs

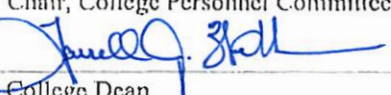
FOR DEPARTMENT PERSONNEL PROCEDURES: (Sign & Print Name)


 11/21/18  
Chair, Department Personnel Committee Date

 11/21/18  
Department Chair Date

FOR DEPARTMENT PERSONNEL PROCEDURES & COLLEGE PERSONNEL PROCEDURES:

 12/17/18  
Chair, College Personnel Committee Date

 17-DEC-2018  
College Dean Date

 08/21/2019  
Chair, Personnel Planning and Review Committee Date

(for PP&R use only) <u>08/21/2019</u> Approval Date	<b style="color: orange;">Fall 2022 for changes in criteria</b> <u>07/01/2019</u> Effective Date (see attached)	<u>Fall 2023</u> Date of Next Review
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## **Department of Nursing Personnel Policies & Procedures November 2018**

(Replaces PP&P of February 2014)

Preamble: The Department of Nursing uses a shared governance model whereby the Chair and the faculty work collaboratively to execute the functions of the Department. The following policies are provided in an effort to establish a collegial work environment whereby the Chair promotes the will of the faculty.

### **Part I. Functions**

The Faculty of the Department of Nursing shall conduct the governance of the Department in accordance with the rules of the Academic Senate of the California State University, Northridge and the Standing Orders of the CSU Chancellor's Office.

### **Part II. Membership**

The Dean of the College of Health and Human Development, through the Chair of the Nursing Department, shall submit to the Faculty at the beginning of each academic year, the names of all members of the faculty by rank (Full-time Lecturer, Assistant Professor, Associate Professor and Professor).

### **Part III. Enfranchisement**

Full time Lecturers, Assistant Professors, Associate Professors, Professors and faculty involved in the Faculty Early Retirement Program (FERP) are extended the right to vote on Departmental matters except for specified personnel actions as outlined in Section 600 whereby only Tenured and Tenure-Track Faculty and faculty involved in the Faculty Early Retirement Program.

1. These procedures remain subject to CSUN policies, procedures, and calendars, including *Administrative Manual Section 600 Academic Personnel Policies*, hereto referred to as Section 600, 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.

## **Nursing Department/Program Voting Procedures:**

**Personnel Issues: Ineligibility:** As per Section 600, Nursing Faculty members who have been notified that they will not be reappointed and faculty members who have resigned shall be prohibited from voting on the election of any Department Personnel Committee policy, on the evaluation of any individual personnel matter, or on the election of any search and screen committee members. Lecturers may vote for Department Chair and faculty search and screen committee members in the Department of Nursing subject to the limitation of Section 622 of the Administrative Manual.

### **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. All voting involving personnel matters such as the election of the personnel committee, sabbatical committee, post-tenure review committee, and 3-year contract initiation or renewal peer-review committee shall ensure voter confidentiality. The ballots will be distributed through the Learning Management System (LMS) or via an online polling site. It will be monitored by the Chair and at least one tenured or tenure-tracked faculty who is not currently on the ballot. The ballots will be the same as those used by the Faculty Senate for campus-wide elections, where candidates are not ranked. Ballots will list candidates in alphabetical order by last name. Those casting ballots may vote for no more than the number of committee members to be elected, and any ballot identifying more than the allowable number will be invalidated. Identification of who is eligible to vote will be determined by the current Section 600 of the Administrative *Manual* hereafter referred to as 'Section 600'. Additionally, as per Section 600, when an elected member of the committee must be replaced before the end of a term, it shall be accomplished by special election at the department level following the above procedure.
- 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 Peer Evaluation of Teaching Effectiveness form.)
    - 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: 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 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.
  - c. **Significant contributions to field of nursing.**
3. For purposes of determining "Significant Scholarly and Creative Contributions to the Field," external peer review shall be consistent with the following guidelines:

The term "peer" refers to individuals outside of CSUN, who have documented expertise in the subject area of the material to be reviewed. Normally the "peers" would be from academic disciplines consistent with the subject matter or subject matter experts.

  - a. The candidate and the Department Personnel Committee shall jointly select a three-person external peer review team.
  - b. Names may be submitted by the candidate or Department Personnel Committee and

in consultation with the Department Chair.

- c. One reviewer shall be chosen by the candidate, one by the Personnel Committee, and one jointly selected.
- d. The Chair of the Department Personnel Committee shall request reviewer input from all consenting external reviewers using guidelines outlined in Appendix C.
- e. 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.
- f. 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.
- g. 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. Every attempt to avoid predatory journals should be made.\* (See article referenced at the end of this document.)
- 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.

## Peer Review of Teaching

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

	High			Low		
1. Students are listening/paying attention	5	4	3	2	1	N/A
2. Many students were participating, asking questions	5	4	3	2	1	N/A

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: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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**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., 2<sup>nd</sup> 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.

APPENDIX C



Department of Nursing  
College of Health and Human Development

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.

**The [named item] is:**

	Yes	Partially	No	Comments (esp. if you check “no”)
<b>1. Accurate</b>				
<b>2. Complete</b>				
<b>3. Useful to practice to</b> Nursing? Other disciplines? Clinicians? Educators? Researchers? Managers? Others?				
<b>4. Meets professional nursing or related standards</b>				
<b>5. Creative</b> (Unusual/Original Approach)				
<b>6. Writing style –</b> Clarity? Literacy considerations? Documentation?				
<b>7. Other critique &amp; observations</b>				

\* **“Study of Predatory Open Access Nursing Journals”** by Marilyn H. Oermann, PhD, RN, ANEF, FAAN, Jamie L. Conklin, MSLIS, Leslie H. Nicoll, PhD, MBA, RN, FAAN, Peggy L. Chinn, PhD, RN, FAAN, Kathleen S. Ashton, PhD, RN, CNE, Alison H. Edie, DNP, APRN, FNP-BC, Sathya Amarasekara, MS, & Susan C. Budinger, BS

Summary:

The article examines the presence of predatory journals within nursing scholarship and lists common characteristics of these journals so that authors can easily identify and avoid these traps. The intent of this article was to compel authors of nursing scholarship to be more careful with what journals they submit their work to for publishing and to do their due diligence when researching or citing certain articles within predatory journals. The case study was divided into two phases: the first looking to collect data on the presence of predatory journals and identify the “red flags” that most tend to have, and the second phase was a poll of authors, peer reviewers, and editors who have been noted as associates of predatory journals in the past. In the first phase, studies found that there were 140 predatory journals from 75 publishers, which indicates a significant presence within nursing scholarship. Of the predatory journals studied, some “red flags” were identified consistently within the publications: (1) most journals were new, inaugurated within the last two years; (2) they only published one to two volumes before ceased publishing, with the first volume containing far more content than the following volumes; (3) the content of the articles in the journals varied widely, with no real focus throughout the journal or jumping from one broad topic to another; (4) the peer review time or publication time was very sporadic with a lot of articles being peer reviewed and published unusually quickly with little to no feedback for the authors; and (5) the journals were not indexed in any traditional databases (PubMed, CINAHL, EBSCO) and were not archived on the journal website. In phase two of the study, surveys on authors, peer reviewers, and editors associated with predatory journals confirmed the suspicious or deceptive procedures these journals would perform throughout the process of accepting, reviewing, and publishing their content. The article concludes that, ultimately, “it falls to individuals and organizations in nursing to assume responsibility for the quality of nursing literature.”

It lists the website “Think. Check. Submit.” (<http://thinkchecksubmit.org/>) as a resource for authors that provides a checklist when in the process of selecting a trusted journal.

**REFORMATTED VERSION OF THIS DOCUMENT (PR)**  
**APPENDIX A**  
**Peer Evaluation of Teaching Effectiveness**

**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: \_\_\_\_\_

**KEY:**

<u><b>Exceeds</b></u>	<u><b>Meets</b></u>	<u><b>Does Not Meet</b></u>
<b>Expectations</b>	<b>Expectations</b>	<b>Expectations</b>
<b>5      4</b>	<b>3      2</b>	<b>1</b>

<b>1. CLASS CONTENT:</b> Information was presented logically, clearly, organized, understandable, appropriate to audience, and highly relevant to this course. Instructor fully prepared for class.	5   4   3   2   1	The information was presented in an unclear, confusing, unorganized manner; lacked relevance to course, unprepared for class and content.
<b>2. STYLE:</b> The teacher's delivery style was creative, interesting & engaging using interactive techniques. For example using PowerPoint, overheads, or other creative endeavors to connect with the audience.	5   4   3   2   1	The teacher's delivery style was boring, mundane, and lacked energy and enthusiasm.
<b>3. HANDOUTS/AUDIOVISUALS:</b> were relevant to the discussion, accurate, clear, adequate size, not too wordy & helpful to students.	5   4   3   2   1	Handouts/Audiovisuals were not professional appearing, accurate, clear, of adequate size to see, or were too wordy and not helpful.
<b>4. CONFIDENCE:</b> evidence of knowing subject very well and displayed confidence in "owning" and thorough command of the material and topic.	5   4   3   2   1	Lacked confidence and did not display "owning" or command of the material and topic.

<p><b>5. LANGUAGE:</b> uses language appropriate to the audience. Uses real-life anecdotes and examples to illustrate abstract ideas. Gives clear instructions needed to complete required tasks.</p>	<p>5 4 3 2 1</p>	<p>Language inappropriate to the audience. "Talked up or down to the group." No real-life examples. No instructions given for completion of tasks.</p>
<p><b>6. ENERGY:</b> Demonstrates an excitement/passion for the subject. Engages and motivates students throughout the presentation</p>	<p>5 4 3 2 1</p>	<p>Did not engage with audience or stimulate motivation to learn.</p>
<p><b>7. RAPPORT:</b> Rapport with students is clearly evident. Listens carefully to students' questions and comments, promotes interaction among students, encourages students to ask questions, express opinions, give feedback that promotes critical thinking. Effective eye contact used.</p>	<p>5 4 3 2 1</p>	<p>No connection noted with students. Does not promote interaction nor encourage questions/comments. Did not provide an opportunity for feedback/questions with the audience. Ineffective or no eye contact with students.</p>
<p><b>8. CLASS MANAGEMENT:</b> Instructor uses effective, class management techniques. Instructor exercises control using a respectful, non-threatening and professional manner.</p>	<p>5 4 3 2 1</p>	<p>Class is out of control. Faculty ignores student comments or behaviors and does not address disruptive student behavior.</p>
<p><b>9. OVERALL EVALUATION</b> is superior... doesn't get any better than this one!</p>	<p>5 4 3 2 1</p>	<p>Overall poor evaluation. Much improvement needed for professional teaching delivery.</p>

Evaluator's Initials \_\_\_\_\_

Instructor's Initials \_\_\_\_\_



## Peer Evaluation of Teaching Effectiveness

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

	Scale:	High			Low		
1. Students are listening/paying attention.	5	4	3	2	1	NA	
2. Many students were participating, asking questions.	5	4	3	2	1	NA	

Overall strengths observed during this class:

Constructive feedback recommendations if appropriate:

Other Insights:

Date of Conference: \_\_\_\_\_

Evaluator's Name and Title: \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Instructor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Comments: