

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

CSBS  
COLLEGE

Psychology  
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

**BACKGROUND INFORMATION:**

DEC 10 2013

- Are proposed changes those of College  or Department  procedures? (check one)
- Date that current proposed changes were sent forward 11/25/13
- Department or College initiating proposed changes Department
- 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").  
We have received feedback at the College and University level that our criteria for promotion and tenure were ambiguous and needed clarification, particularly with respect to the number of publications and evidence of progress in scholarship.
- The proposed changes have been approved by the faculty of the College  or Department . (check one)

Office of  
Faculty Affairs

**FOR DEPARTMENT PERSONNEL PROCEDURES:**

[Signature] 11/26/13  
Chair, Department Personnel Committee Date  
[Signature] \_\_\_\_\_  
Department Chair Date

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

[Signature] 12-6-13  
Chair, College Personnel Committee Date  
[Signature] \_\_\_\_\_  
College Dean Date  
[Signature] 8/26/14  
Chair, Personnel Planning and Review Committee Date

(for PP&R use only)	F114	F118
<u>8/14</u>	<u>F117 (For changes in criteria)</u>	
Approval Date	Effective Date (see attached)	Date of Next Review

**Department of Psychology  
California State University, Northridge  
Department Policies and Procedures  
for Retention, Tenure, and Promotion**

**Revised: November, 2013**

These Departmental Policies and Procedures will clarify for the Department's faculty members its discipline-specific procedures and criteria. Faculty members are invited to consult with the Department Chair for further clarification. These criteria apply to retention, tenure, and promotion to both the Associate Professor and Full Professor levels.

**Teaching Effectiveness and Direct Instructional Contributions**

Evidence of teaching effectiveness shall include student evaluations and peer evaluations. The Department Chair and one member of the Department Personnel Committee or their designees will conduct class visits at least once each academic year on all probationary faculty and faculty under consideration for promotion. Scheduling of a class visit will be made by mutual agreement between the faculty member and the observer. The course syllabus and class materials will be requested in advance of the class visit. A written report of the class visit will be provided to the candidate within 14 calendar days after the peer class visit. The candidate will have the right to request a meeting with the Department Chair and/or Personnel Committee within ten calendar days to discuss their recommendations. Following such a meeting, the written evaluation and recommendation may be revised by mutual consent of the faculty member and the Department Chair or Department Personnel Committee, provided that such revision shall not exceed the timelines. The report will be placed in the candidate's Personnel Action File, where it will be retained for a period of five years. The faculty member also has a right to submit a rebuttal statement or response in writing. A copy of the rebuttal or response shall be placed in his/her Personnel Action File.

Evidence of teaching effectiveness may also include evidence of the mentoring of students: for example, supervising master's theses, engaging students in research, holding tutorials, mentoring students into service learning opportunities, and in facilitating placements of students in post-baccalaureate programs. Explaining these activities in the faculty member's PIF will be sufficient evidence for consideration.

**Contributions to the Field of Study**

**Publications**

Evidence of progress in scholarship is considered as a part of the normal evaluation for retention and includes peer-reviewed publication as outlined below. More specifically, a candidate must have a minimum of 3 peer-reviewed publications for promotion to the next rank (i.e., assistant professor to associate professor, associate professor to professor).

1. At least two publications (since last promotion or appointment at CSUN) must be peer-reviewed journal articles that are published by recognized presses.
2. Other publications can be (a) peer-reviewed book chapters, (b) peer-reviewed books, or (c) funded peer-reviewed external grants awarded for scholarly activities or training programs.

Multiple author publications are normative in most fields of psychology and are generally necessary for multidisciplinary research. Acknowledging that different subfields within psychology define anchor or primary authorship differently, the candidate must demonstrate that s/he made the primary contribution on at least 1 publication for promotion to the next rank and/or tenure.

These requirements should be considered minimal standards and evidence of continued scholarly activity is necessary for advancement. Thus, for retention, tenure, and promotion, candidates must show a pattern of scholarly activity and continued growth as a scholar. Some of the markers of scholarly activity may include the following: development of a research program (e.g., submission to IRB, extramural grant proposals, intramural grants), data collection and analyses, presentation of conference papers, submission of grant reports, and publishing research monographs. Although not considered as publication, positive recognition shall be given to faculty who are engaged in activities that contribute to scholarship but may lengthen the time involved in disseminating scholarship (e.g., field-based research, obtaining a professional license, or starting a clinical practice where applied research and instructional activities may be developed).

### **Additional Contributions**

Additional contributions to the field of study include professional honors (e.g., journal or grant review, invited research addresses); editor or member of editorial review board for a journal, ad hoc reviewing, leadership in professional organizations, and entries in professional society newsletters.

## **Contributions to the University and Community**

### **University**

Contributing to the University is evident through active participation at departmental faculty and committee meetings, college and university-wide committees and governance, and evidence of commitment to students including

sponsoring student clubs, advising, supervising graduate research, organizing field trips and service learning opportunities for students. Evidence of these activities does not require independent documentation. This list is not meant to be exhaustive, but rather, exemplifies department standards for an “engaged professor of Psychology.” Not all activities listed are required.

### **Community**

Contributing to the community is evident through community lectures, with community-based organizations, media contributions (e.g., television, film, editorials), and others. Professional work that integrates community service with research and teaching, especially with students, should be described fully, emphasizing the benefits that each constituency gains from participation. This list is not meant to be exhaustive, but rather exemplifies the department standards for an “engaged professor of psychology.” Not all activities listed are required.