

**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.

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NOV 25 2009  
Calif. State University, Northridge  
Office of Faculty Affairs

**BACKGROUND INFORMATION:**

- Are proposed changes those of College  or Department  procedures? (check one)
- Date that current proposed changes were sent forward 11/12/09
- Department or College initiating proposed changes psychology
- 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 proposed changes were initiated by the department in order to address issues of author affiliation effect of surlough on university service expectations, and to clarify publication equivalent*

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

**FOR DEPARTMENT PERSONNEL PROCEDURES:**

[Signature on file] 11/12/09  
Chair, Department Personnel Committee Date

[Signature on file] 11/21/09  
Department Chair Date

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

[Signature on file] 11-21-09  
Chair, College Personnel Committee Date

[Signature on file] NOV 23 2009  
College Dean Date

[Signature on file] 5-11-10  
Chair, Personnel Planning and Review Committee Date

(for PP&R use only)		
<u>8/10</u>	<u>F'10</u>	<u>2014-2015</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: April, 2010**

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, who 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 the securing of placements in post-baccalaureate programs for qualifying students. 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 publication in scholarly journals, books, or

other professional publications. Please refer to the Academic Personnel Policies and Procedures for the definition of a publication.

### **Specific Issues and Equivalencies to Publication**

1. Publications in peer-reviewed journals are normative in the field of Psychology. When peer review is not conducted, the faculty member should consult with the Personnel Committee and Chair of the department to determine appropriate external reviewers without conflict of interest who would review the work and report on its contribution to the field. Three external reviewers should be nominated: one by the candidate, one by the Department Personnel Committee, and one by the Department Chair.
2. Multiple authorship requires the candidate to state, clearly, his or her individual contribution to the work. Multiple author publications are normative in many fields of Psychology and are for all practical purposes a necessary requirement for many types of multidisciplinary research (e.g., medical psychology, systems research).
3. The Department Personnel Committee recognizes that some types of research, such as longitudinal research, research with off-campus samples, esoteric samples (e.g., chronically ill children, patients with dementia) require a greater amount of effort and/or require more time than other types of research. The committee acknowledges data related to the substance and potential impact of any contribution, rather than the overall volume of research contributions.
4. Equivalencies to publication can be made as part of a faculty member's overall profile of professional activities. Equivalencies include external grants awarded for scholarly activities or training programs, development and external distribution of instructional materials, and major technical reports published by government agencies.
5. The merits of each incidence of these alternatives to publications would be evaluated by the reviewing agencies during the RTP process in alignment with the type of work the candidate does. The evaluation shall consider the external reviews as described in section 1 above.
6. An individual faculty member is the only one who can appraise his/her unique circumstances and make a sound decision regarding the institutional affiliation on a particular manuscript. Authors are advised to follow the policies set forth by the most recent guidelines of the American Psychological Association (APA) indicating that affiliation should be assigned to the institution where the problem was formulated, the design was organized, data were collected, analyzed, and interpreted. The department recognizes that many faculty members will be completing work from previous institutions when beginning their work at CSUN and recognizes all publications completed at CSUN including those in the final stages of analyses and interpretation or in the writing up of a study, regardless of affiliation. In keeping with the guidelines of the APA, new faculty members with papers in the final stages of preparation or review at

their time of appointment are encouraged to list where they were when their research was completed, while noting their new position at CSUN using an author's note or the correspondence address. During a typical course of professional development, new scholarly work completed largely at CSUN is, therefore, encouraged to be part of a gradual transition toward publications with affiliations at CSUN.

### **Other Contributions to the Field of Study**

Some of the markers of professional activity may include the following: development of a research program (e.g., submission of extramural grant proposals, conference papers); professional honors (e.g., journal or grant review, invited research addresses); entries in professional society newsletters.

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

#### **University**

Contributing to the university is evident through 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.