

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

MDECOE
COLLEGE

Secondary Educatic
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 revision 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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CSUN
NOV 08 2018

BACKGROUND INFORMATION:

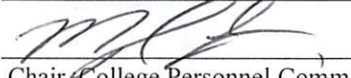
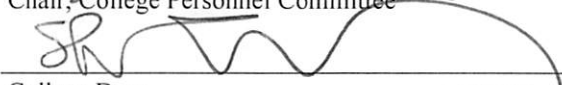

1. Are proposed changes those of College or Department procedures? (check one)
2. Date that current proposed changes were sent forward November 2, 2018
3. Department or College initiating proposed changes Secondary Education
4. Describe briefly the general reason(s) for your proposed change(s) (e.g., "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 addition initiated by department in response to advice given in "RTP Roadshow" to solicit faculty input on a colleague's RTP. No provision for faculty input currently exists in our department procedures.
5. For Department Personnel Procedures, list the date the department faculty voted to approve the proposed changes: 11 / 1 / 2018
6. For College Personnel Procedures, list the date the college faculty voted to approve the proposed changes: / /

Office of
Faculty Affairs

FOR DEPARTMENT PERSONNEL PROCEDURES: (Sign & Print Name)

	Brian Foley	Nov. 2, 2018
	Chair, Department Personnel Committee	Date
	Julie Gainsburg	Nov. 2, 2018
	Department Chair	Date

FOR DEPARTMENT PERSONNEL PROCEDURES & COLLEGE PERSONNEL PROCEDURES:

	Miguel Ceja	11/5/18
	Chair, College Personnel Committee	Date
		11/7/18
	College Dean	Date
		08/21/2019
	Chair, Personnel Planning and Review Committee	Date

(for PP&R use only)		
<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 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 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 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 requires 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.