

COVER SHEET FOR PROPOSED CHANGES TO DEPARTMENT/COLLEGE
PERSONNEL PROCEDURES

Social and Behavioral Sciences
COLLEGE

Urban Studies + Planning
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 underline any text that you wish to have added to your written procedures.

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BACKGROUND INFORMATION:

DEC 10 2013

- Are proposed changes those of College or Department procedures? (check one)
- Date that current proposed changes were sent forward 8 November 2013
- Department or College initiating proposed changes Urban Studies + Planning
- 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 are a result of the periodic updating and re-approval process required every five years.
- The proposed changes have been approved by the faculty of the College or Department . (check one)

Office of
Faculty Affairs

FOR DEPARTMENT PERSONNEL PROCEDURES:

Zeynep Tokar 12/04/2013
Chair, Department Personnel Committee Date

Robert B. Kline 4 December 2013
Department Chair Date

FOR DEPARTMENT PERSONNEL PROCEDURES & COLLEGE PERSONNEL PROCEDURES:

[Signature] 12-6-13
Chair, College Personnel Committee Date

[Signature] DEC 09 2013
College Dean Date

[Signature] 8/26/14
Chair, Personnel Planning and Review Committee Date

(for PP&R use only)	F'14	F'18
<u>S'14</u>	<u>F'17 (For changes in criteria)</u>	
Approval Date	Effective Date (see attached)	Date of Next Review

Department of Urban Studies and Planning

California State University Northridge

Guidelines for Retention, Tenure, and Promotion

19 May 2014

The Department of Urban Studies and Planning follows the guidelines on Retention, Tenure, and Promotion as set forth in Section 600 of the Administrative Manual and adheres to the timeframe established in the Academic Year Calendar of the Administrative Manual.

Definitions and Procedures

Faculty members who are candidates for retention, promotion, or tenure shall be evaluated in four areas: teaching effectiveness and direct instructional contributions, scholarly and professional contributions to the field of study, service to the University, the community, and the profession, and meeting their professional responsibilities as a faculty member.

Teaching Effectiveness and Direct Instructional Contributions

The Department of Urban Studies and Planning has adopted the University's procedures for evaluating teaching effectiveness, as set forth by the Administrative Manual Section 600. Within those procedures, the following are amplifications:

1. Evaluation of Instruction

a. By mutual agreement, the Department of Urban Studies and Planning Personnel Committee will designate a minimum of one of its members to visit a class or evaluate instruction in an online course of each faculty member under consideration for retention, tenure, or promotion. Evaluation of instruction will take place once each academic year early enough in the fall semester or preceding spring semester for use in the personnel review cycle by mutual agreement with the candidate. The written evaluation shall be delivered to the faculty member no later than 14 days after the classroom visit occurs. A written report of the visit will be given to the candidate, allowing ten days to respond before a copy is sent to the Chair of the Department Personnel Committee, and to the Department Chair, and before being placed in the Personnel Action File. A copy of the report will remain in the Personnel Action File, located in the Office of the Dean of the College of Social and Behavioral Sciences, for at least five years per Section 600.

b. By mutual agreement with the candidate, the Chair of the Department or a designee, will arrange to visit a class or evaluate instruction in an online course of all faculty under consideration for retention, tenure, and promotion. Evaluation of instruction will take place once each academic year early enough in the fall semester or preceding spring semester for use in the personnel review cycle. The written evaluation shall be delivered to the faculty member no later than 14 days after the classroom visit occurs. A written report of the visit will be given to the candidate, allowing ten days to respond before a copy is sent to the Chair of the Department Personnel Committee and before being placed in the Personnel Action File. A copy of the report will remain in the Personnel Action File in the Office of the Dean of the College of Social and Behavioral Sciences for a period of at least five years as per Section 600.

c. The member(s) of the Department of Urban Studies and Planning Personnel Committee and the Department Chair reviewing the candidate will request a copy of the syllabus. The class visit report will follow the review format as put forth by the Department of Urban Studies and Planning. A copy of the review format (as outlined below) will be provided to the candidate prior to the classroom visit. The areas of analysis are as follows:

- i. Objectives: How were the instructional objectives communicated?
- ii. Enthusiasm/Intellectual Stimulation: How did the instructor communicate her/his interest in the course?
- iii. Organization: Was the instruction appropriately organized?
- iv. Was the instruction consistent with the catalog description and with the instructor's syllabus?
- v. Characterize the communicative effectiveness of the instructor: Style, volume, pace, voice, speech habits, etc.
- vi. Relation to/Response by Students: Please illustrate your impression of the apparent student/instructor relationship (courtesy, use of student name, response to student questions/comments, etc.)
- vii. Content/Time Relation: Was there too much or too little content in relation to the time available?
- viii. Suggestions
- ix. Comments

d. Evaluation of instruction for a course offered entirely online will address the following points on the course website:

- i. There is a syllabus posted.
- ii. Students are provided instructions to begin the course.
- iii. Instructor information is available to student and includes contact, and availability information.
- iv. Etiquette expectations for online discussions, email, and other forms of course communication are stated clearly.
- v. Due dates and other relevant events are provided.
- vi. Regularly scheduled weekly online office hour(s) are available to students.
- vii. The grading instruments selected are sequenced, varied, and appropriate to the student work being assessed.
- viii. Audio and visual files are relevant to the modules.
- ix. At the beginning of the course, students are provided with an opportunity to introduce themselves.
- x. Navigation throughout the online components of the course is logical, consistent, and efficient.

2. Student Evaluation of Teaching

a. Student questionnaires are administered to all undergraduate Urban Studies and Planning classes (except Independent Study classes) each semester. University summaries are placed in a file maintained by the Administrative Support Coordinator of the Department of Urban Studies and Planning, and in the Personnel Action File kept in the Office of the Dean of the College of Social and Behavioral Sciences.

b. Procedures for electing, processing, and interpreting written student evaluations of Teaching Effectiveness:

Student Evaluation of Faculty Form Questions – the questions submitted to students on the evaluation forms are those that seek to demonstrate the competence of the instructor, the effective discharge of intellectual material in the classroom, the ability of the instructor to interact effectively with students both in the classroom setting and in office hours, and the ability to encourage respectful intellectual exchange. Students will be asked to respond to two different evaluation instruments. The first evaluation instrument will consist of closed-ended questions to allow students to evaluate the teaching effectiveness of the faculty member. Once students have completed this form and handed it in, then a second evaluation instrument soliciting the written and open-ended comments from students will be distributed. The evaluation instrument will use the following statement.

"In the space provided below, please evaluate this course. You may address the organization of the course, the appropriateness of class assignments and readings, the teaching effectiveness of the instructor, as well as any other comments about the course. Your answers are anonymous and the results of this evaluation will not be shared with the professor until after final grades have been submitted."

Distribution of the Evaluation Forms – the following procedures are written on a one-page document distributed together with the Student Evaluation of Faculty Forms outlining how the evaluation should take place:

- i. Student evaluation forms shall be administered during class time. The evaluations will be administered at the very beginning of the class period.
- ii. A student volunteer is selected who will read the instructions to the class and administer the evaluations.
- iii. The instructor will leave the room while the evaluations are being completed.
- iv. The instructor shall in no way attempt to influence student administration of the evaluations or potential student responses on the forms.
- v. The student volunteer will read the instructions to the class. These instructions are as follows: "Student evaluations of faculty provide a means whereby individual instructors and the University gather data regarding the quality of instruction. Computer summaries are given to faculty committees recommending retention and promotion of faculty, so give thoughtful attention to your answers. This is a chance for students to let the instructor know how they viewed their experience in the classroom. Instructors are not given their evaluations until final grades have been turned in to Admissions and Records."
- vi. The student volunteer will hand one copy of the Student Evaluation of Faculty sheet to each student with the instructions provided by Academic Resources regarding the use of pen or pencil.

Collection and Submission of the Evaluation Forms – the following should take place:

- i. When the students finish, the student volunteer should collect the forms (both used and unused), place them in the provided envelope, seal, and sign the back of the envelope.
- ii. The student volunteer will sign her/his name and student i.d. number in the space provided at the bottom of the instructions page provided.
- iii. The student volunteer will return the sealed and signed envelope immediately to the Department of Urban Studies and Planning Office. If the reviews are completed after regular business hours, the professor will escort the student volunteer to the department office and the student volunteer will slip the envelope under the Department Chair's office door.

3. Direct Student Involvement for Evaluation of Faculty Teaching Effectiveness

- a. The Department of Urban Studies and Planning provides students the opportunity to express, either orally or in written form, their opinions of faculty members directly to the Department Personnel Committee. A date for this meeting will be established and advertised to students.
 - i. Students may prepare signed, written statements and present them to the Department Personnel Committee in a timely manner as determined by the Calendar of Personnel Action and Procedures. Students will be informed that their written and signed comments will be put into the faculty member's file.
 - ii. As an alternative to, or in addition to the written statement, students may speak directly to the Personnel Committee. The Committee will schedule and advertise such meetings in a timely manner as determined by the Calendar of Personnel Actions and Procedures. These meetings will be between the Personnel Committee and individual students, not groups of students.
 - iii. The Department will post the following notice at least two weeks prior to personnel deliberations:

"The Department of Urban Studies and Planning encourages and invites comments from interested students regarding the following faculty who are being considered for retention, tenure, and/or promotion:

Name _____

Those students wishing to provide such feedback are invited to speak with the Department of Urban Studies and Planning Personnel Committee on (date) _____, from (times) _____, in room _____. Alternatively, students may submit a signed written statement to Professor _____, chair of the personnel committee.

If, in the opinion of the Department of Urban Studies and Planning Personnel Committee, a student's oral testimony adds substantially to the information already available in the written record (the Professional Information File and the Personnel Action File), the student shall be asked to submit a signed statement for placement in the Personnel Action File in the Dean's Office of the College of Social and Behavioral Sciences. The student should be fully informed beforehand that their written and signed testimony will become a part of the faculty member's personnel file(s).

Scholarly and Creative Contributions to the Field of Study

The Department of Urban Studies and Planning has adopted the University's procedures for evaluating Significant Scholarly and Creative Contributions to the Field of Study as set forth by the Administrative Manual Section 600. Within those procedures the following are amplifications:

1. Scholarly publication

The Department adheres to the definition of scholarly publication as outlined in Section 600. These publications may appear in traditional published form *or* in electronic form and are publications which have been subjected to scholarly peer review practices (blind review, editorial boards, etc.). Examples of scholarly publication include articles in scholarly and professional journals, chapters in scholarly books (published by university or commercial book publishers), books, edited books, and monographs. Candidates must provide all pertinent documentation substantiating the peer review process for each scholarly publication submitted as a peer-reviewed. This includes copies of all correspondence with the editor or publisher, all peer reviews (initial reviews and any subsequent review rounds), responses to peer reviews, and any other pertinent correspondence. Scholarly and professional work presented for consideration for promotion should be work completed while on the faculty at CSUN and since last promotion. The material must be in final published form. Materials which are submitted, under review, provisionally accepted for publication, forthcoming, in press, etc., are not considered to be in final

published form. The Department of Urban Studies and Planning states that whenever possible, the candidate's affiliation with the Department and University shall be explicitly stated in the published scholarly work.

2. Other contributions to the field of study

The Department of Urban Studies and Planning defines a body of professional work as bridging a wide range of activities. These include scholarly publication, but also a diverse range of other kinds of publication, alternative media outlets, and professional work broadly defined. Components of a body of professional work may include, but are not limited to:

- a. Publications appropriate to the discipline such as comprehensive plans, plan amendments, zoning ordinances, public policy studies, and other studies and reports done for public and private agencies.
- b. National association position statements or position papers when officially accepted and published by a national professional organization.
- c. Papers, posters, or panels presented at scholarly or professional meetings.
- d. Minor scholarly publications, including book reviews, encyclopedia entries, notes, commentaries, and other similar writings.
- e. Funded research grants (external or internal) or contract research.
- f. Media and electronic presentations such as videos, photographs, web pages, electronic resources, and other materials prepared for educational and professional use.

3. Sustained Pattern of Scholarly Activity.

The Department recognizes the rapidly evolving nature of scholarship in urban studies and planning. As one measure of a faculty member's engagement and currency to the field, the Department expects faculty members to demonstrate a sustained pattern of scholarly activity (e.g. kept up or maintained at a steady rate over time through publication and other contributions to the field) to be eligible for retention, promotion, and tenure.

Service to the University, the Community, and the Profession

The Department of Urban Studies and Planning has adopted the University's procedures for evaluating contributions to the University and community, as set forth by the Administrative Manual Section 600. Within those procedures, the following are amplifications:

1. **University Service.** Candidates are required to demonstrate their concern for the institution through service to the institution. Service activities may occur in a variety of contexts in the College and the University; however, faculty service to the Department is the top priority and is essential to the proper functioning and academic integrity of the unit. Service includes, but is not limited to, the following:

- a. Presence and active participation in departmental meetings and other decision-making bodies
- b. Departmental service responsibilities (e.g., undergraduate advisor, curriculum coordinator, assessment coordinator)
- c. Active committee work at the Department, College, or University levels
- d. Taking leadership responsibilities or other work at the College or University level
- e. Sponsorship and participation as a faculty member and/or advisor with department and campus student organizations and/or activities outside the classroom
- f. Active student engagement through advisement and supervision of student research

2. **Community Service.** Given the direct connection between the goals and objectives of the Department of Urban Studies and Planning, contributions in this area are highly valued. Service Learning is a distinct activity not included as Community Service, but rather is evaluated as a component of Teaching Effectiveness. Community Service includes, but is not limited to, the following:

- a. Service to public agencies and community-based organizations that draw upon the academic expertise and professional competence of the candidate.
- b. Participation as a member of recognized community boards and agencies that reflect the goals and objectives of the department.
- c. Active participation in planning efforts that link student learning with community.

3. **Professional Service.** Service to the profession broadly defined as urban studies, planning, and allied fields, is also valued. Such service includes, but is not limited to, the following:

- a. Holding an elected or appointed office in a professional organization
- b. Undertaking a wide range of work activities on behalf of a professional organization (e.g., assisting with a study, membership on a committee, writing a report)
- c. Serving as an editor or editorial board member for a scholarly journal
- d. Reviewing scholarly papers, books, grant applications, or other documents
- e. Serving as an outside evaluator/reviewer for applications for promotion and tenure, a departmental site visitor/reviewer, an external examiner on a Ph.D. committee, or other similar service.

Professional and Personal Responsibilities

The Department of Urban Studies and Planning has adopted the University's procedures for evaluating professional responsibilities as set forth by the Administrative Manual Section 600. These responsibilities are detailed in the Administrative Manual 600, Section 604 under the heading of "Professional Responsibility."

Standards for Retention, Promotion, and Tenure

Retention

Starting in the second year, probationary faculty members are evaluated annually for retention. In order to be eligible for retention, faculty members must show clear evidence of high quality instruction, a record of scholarly and professional contributions to the field of study, demonstrated service to the university, and behavior consistent with fulfilling professional responsibilities. The department requires a sustained and continuing pattern of effective teaching, scholarly activity, and service for the reappointment of probationary faculty.

Promotion to Associate Professor with Tenure

Effective, high quality instruction is the principal criterion for promotion to associate professor and the granting of tenure. Candidates for promotion are also expected to have demonstrated a sustained pattern of scholarly and professional activity during the probationary period, resulting in a minimum of at least two scholarly publications and other contributions to the field that demonstrate a coherent body of professional work as outlined in these guidelines. Successful candidates will have a record of service to the Department and to the College and/or the University. Service to the community, profession, or other constituencies is also expected. A continuing pattern of behavior demonstrating high professional and personal standards of conduct is required for promotion.

Promotion to Professor

Promotion to Professor requires the demonstration of a sustained pattern of effective, high quality, instruction since promotion to Associate Professor. A substantial record of scholarly and professional contributions to the field of study by candidates for promotion to professor is required. Candidates are expected to have published a minimum of three peer-reviewed scholarly publications since their appointment at Associate Professor or prior promotion to Associate Professor and their other contributions to the field of study must also reflect considerable additional contributions since the last promotion. As tenured faculty members, successful candidates for promotion to Professor must have a substantial record of service to the Department and to the College and/or the University. Service to the community, profession, or other constituencies is also expected. A continuing pattern of behavior demonstrating high professional standards of conduct is required for promotion to Professor.