COVER SHEET FOR PROPOSED CHANGES TO DEPARTMENT/COLLEGE PERSONNEL PROCEDURES

CSBS

COLLEGE

Sociology

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.

BACKGROUND INFORMATION:

1. Are proposed changes those of College □ or Department □ procedures? (check one)

2. Date that current proposed changes were sent forward

3. Department or College initiating proposed changes

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").

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

FOR DEPARTMENT PERSONNEL PROCEDURES:

David A. (D. A. Lopez) November 9, 2011

Chair, Department Personnel Committee

Department Chair

FOR DEPARTMENT PERSONNEL PROCEDURES & COLLEGE PERSONNEL PROCEDURES:

Chair, College Personnel Committee

College Dean

Chair, Personnel Planning and Review Committee

(for PP&R use only)

S12 F15 (change in criteria) 2010-2017

Approval Date Effective Date (see attached) Date of Next Review

RECEIVED

DEC 14 2011

Calif. State University, Northridge Office of Faculty Affairs
DEPARTMENT OF SOCIOLOGY

CRITERIA FOR RETENTION, TENURE AND PROMOTION

- Approved by Department of Sociology November 1, 2011

- Revised March 18, 2012 after review by PP&R Subcommittee and consideration/incorporation of their comments by Department Personnel Committee

- Revised March 29, 2012 after further review by PP&R Subcommittee and consideration/incorporation of their comments by Department Personnel Committee

The Sociology Department personnel committee will follow the general criteria delineated in Section 600 of the Administrative Manual pertaining to retention, tenure, and promotion. The Sociology Department will follow all deadlines specified in the Academic Year Calendar of Personnel Procedures for the appropriate year.

Because Section 600 of the Administrative Manual states that departments “shall assume the responsibility for developing and applying the more specific criteria which identify excellence and distinction in their particular area,” the Sociology Department Personnel Committee in its deliberations will specifically interpret the criteria for retention, tenure, and promotion as follows:

(a) Evidence of Teaching Effectiveness

Multiple procedures will be used to assess teaching effectiveness. These shall be applied as follows:

(1) Class visits shall be conducted early enough in the academic year for use during the personnel cycle. Class visits will be carried out as follows: At least two evaluations of classes, each 50 minutes or longer, shall be conducted by different evaluators. A member of the Department Personnel Committee (or designee) and the Department Chair (or designee) will visit an instructor’s classes, scheduled by mutual agreement between the instructor and the respective reviewer. The reviewer will contact the instructor prior to the class visit to request information relevant to the visit. When feasible from year to year, the Department Personnel Committee will alternate evaluators, as well as classes, among faculty being visited. The evaluator and the instructor will meet after the class visit to discuss the evaluation and the evaluator’s suggestions. The evaluator will also review the syllabus and other course materials. The evaluator will file a written evaluation memo for each class visited. Written evaluations will be submitted to the reviewed faculty early enough in the academic year for use during the personnel cycle, and ten days prior to inclusion in their Personnel Action Files.
(2) The Department requires all faculty to be evaluated by students using the University’s standardized instrument including quantitative measures and qualitative student comments. Individual instructors may develop and apply their own teaching evaluation instruments to supplement the instruments that are universally required throughout the Department. Supplemental instruments are to be placed in the Professional Information File.

(3) To comply with guidelines regarding student consultation during the Fall semester a memorandum, developed by the Department Personnel Committee will be distributed to students. This memorandum will solicit student input, and indicate the time and place when the Personnel Committee will be available to meet with individual students. A copy of this memorandum will be posted on a bulletin board in the Department office and in other prominent places where sociology students gather. Students will be encouraged to provide input for faculty considered for retention, tenure, and promotion. The list of faculty who are under review will be included in the written flyers advertising this meeting. Students who approach Personnel Committee members outside of this scheduled time will be directed to make their comments directly to the Personnel Committee Chair. Input from students shall be treated as specified under “Oral or Written Comments About Faculty” in Section 600.

(b) Contributions to the Field of Study

Publications:

Given the strong and rapidly expanding scientific research orientation in the field of sociology, a faculty member in this discipline, qualified under this section for retention and eventual promotion, is one who demonstrates continuing involvement in professional research activities as evidenced by the faculty member’s publication of research findings. Publications are defined as:

(1) Any article in a peer-reviewed social science, or related, academic journal (including printed and online journals);

(2) Books in any university or academic press that are peer-reviewed

In cases of multiple authors, the candidate shall clearly identify the importance of his/her input. Materials in press (e.g. accepted for publication and/or forthcoming publications) are treated the same as materials already published.
Equivalency to publications:

(1) Chapters in externally peer-reviewed academic books
(2) Externally peer-reviewed monographs
(3) Externally peer-reviewed books with scholarly content published by academically oriented presses.

For publications and equivalencies, peer-review is defined as a review process that is identified as including two or more external academic reviewers organized by the publisher/editor of the work.

(c) University and Community Service

Service at Department, College or University levels, and such community service activities as appropriate to the faculty member’s University position or academic training, is deemed important in the overall package for retention, tenure, and promotion. The quality of the contribution is more important than the level at which it is made. For example, quality of contribution can be demonstrated by working on reports for or chairing a committee, beyond simply being a member of the committee. Chairing typically involves greater involvement relative to other committee members.

Agency Reports including, but not limited to: Program Evaluations, Needs Assessments, and Social Impact Research.

Other recognized activities may include, but are not limited to: sociologically relevant service to the community, serving on graduate thesis or comprehensive examination committees, serving as a peer reviewer for social science journals or university/academic presses.

(d) Professional Responsibility

In addition to the requirements for professional responsibility outlined in Section 632.6, professional responsibility also is reflected by, but not limited to, attending department meetings, retreats, and other activities, and submitting grades on time.
IMPLEMENTATION

PROMOTION

To Associate Professor:

(1) As indicated in Section (a) above, evidence of effective teaching in the discipline of sociology at the college level.

(2) As indicated in Section (b) above, a sustained pattern of research and publication activities including at least three peer-reviewed, scholarly publications (following the criteria outlined in Section (b) above) since appointed to a tenure track position at CSUN is viewed as evidence of continued professional productivity.

(3) As indicated in Section (c) above, evidence of university and community service at the department, college or university level.

To Full Professor:

(1) As indicated in Section (a) above, evidence of effective teaching in the discipline of sociology at the college level.

(2) As indicated in Section (b) above, sustained research and publication activities after promotion to the rank of Associate Professor, including at least three peer-reviewed, scholarly publications (following the criteria outlined in Section (b) above) since last promotion.

(3) As indicated in Section 600 of the Administrative Manual, demonstrates leadership qualities and makes significant contributions through effective participation in faculty and student affairs at various levels (University, College, Department) and it is highly desirable for the candidate to be identified as effective in student advisement, mentoring, and retention activities.

Accelerated Promotion:

Faculty who are candidates for accelerated promotion before the normal period must demonstrate that they have met, in a period of time shorter than that required for normal promotion consideration, all the criteria for promotion as described above and clearly demonstrate evidence of a continuing pattern of teaching, service, research and publication activities.