

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

SECTION 600 (RETENTION, TENURE, AND PROMOTION)

HHD
COLLEGE

Communication Disorders and Sciences
DEPARTMENT

In order to facilitate a complete and expeditious review by the Personnel Planning and Review Committee (PP&R) of the changes 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 coversheet for the written material you submit to PP&R. The Department and College Committees are responsible for ensuring that the proposed procedures are consistent with Section 600 or Section 700, and with the Collective Bargaining Agreement.

FORMAT: *A complete Word version of your existing procedures is required as the starting point for the proposed revisions. Any proposed changes to your existing procedures must be indicated using the Track Changes feature of Word. The personnel procedures and a cover sheet are required to be submitted even if there are no proposed changes.*



BACKGROUND INFORMATION:

- CHECK ONE:** Check the level the proposed personnel procedures are for: College level Department level
- Date that current proposed changes were sent forward Nov. 2, 2023
- For Department Personnel Procedures:**
 - Indicate the date the department faculty voted to approve the proposed changes: September 27, 2023
 - Indicate the date the CPC voted to approve the proposed changes: 12/11/2023
- For College Personnel Procedures:**
 - Indicate the date the college faculty voted to approve the proposed changes: _____
- (Optional) Briefly state the rationale for your proposed changes:** The CPC requested that the Department clarify some of the scholarly and creative contributions.

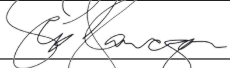
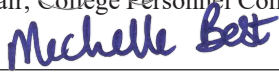

Please email the following to Faculty Affairs email at faculty.affairs@csun.edu:

- WORD DOCUMENT WITH TRACKED CHANGES showing revisions to the personnel procedures**
- Signed cover sheet in PDF format.**

FOR DEPARTMENT PERSONNEL PROCEDURES: (Sign & Print Name)

| | | |
|---------------------------------------|--|------------------|
| Elizabeth Weber |  Digitally signed by Elizabeth Weber Date: 2023.12.12 12:06:15 -08'00' | Dec. 12, 2023 |
| Chair, Department Personnel Committee | | Date |
| Patricia J. Seymour |  Digitally signed by Patricia J. Seymour Date: 2023.12.12 13:49:30 -08'00' | 12-December-2023 |
| Department Chair | | Date |

FOR DEPARTMENT PERSONNEL PROCEDURES OR COLLEGE PERSONNEL PROCEDURES: (Sign & Print Name)

| | |
|--|---------------------|
|  Sean P. Flanagan | 12/11/2023 |
| Chair, College Personnel Committee | Date |
|  Michelle Best | Dean: Michelle Best |
| College Dean | Date |
|  Sylvia Macauley | Sylvia Macauley |
| Chair, Personnel Planning and Review Committee | Date |

| | | |
|--------------------------------|--|---------------------|
| <i>(for PP&R use only)</i> | | |
| <u>SP 2024</u> | <u>FA 2024</u> <u>FA 2027 for changes in criteria</u> | <u>FA 2028</u> |
| Approval Date | Effective Date (see attached) | Date of Next Review |

Department of Communication Disorders and Sciences
Personnel Policies and Procedures
October 2023

Procedures for Establishing the Personnel Committee

1. The Committee shall be composed of three tenured Professors selected by a vote of all tenure-track faculty members in the Department. Nominees for the Committee shall be proposed by any tenure-track faculty member in the Department. Candidates for election to the Committee shall first be nominated from within the eligible faculty of the Department, but, in the event that an insufficient number of Department faculty members are eligible to serve, the Department will adhere to section 600 in regard to the election of a tenured Professor in the Faculty Early Retirement Program (FERP). In the event that an insufficient number of Department faculty members, including any FERP faculty approved by the President, are eligible to serve, the Department will adhere to section 600 in regard to the election of members from other academic departments.
2. The Committee shall be elected at the beginning of each Fall term and members shall serve for one academic year.
3. The three elected members of the Committee shall choose among themselves a member to serve as Committee Chair. This selection will be made immediately after the Committee has been elected. The newly elected Committee Chair will notify both the Department Chair and the College Dean of the result of this action.

Scope of the Personnel Committee's Work

The Committee shall fulfill the Personnel Committee functions as described in section 600 of the Administrative Manual.

Teaching Effectiveness and Direct Instructional Contributions

Evidence of teaching effectiveness must include the reports of class visits by faculty peers and student evaluations. Faculty who undertake activities that make substantial contributions to their courses beyond what is normally evaluated as teaching effectiveness, or who engage in activities that contribute to academic and clinical instruction beyond the limits of their classes, will be given appropriate recognition. The following are examples of such activities.

In a child language disorders course, the instructor created two Canvas special sites with hundreds of examples of morphemes and morphosyntactic clauses to facilitate students' ability to identify these linguistic forms for clinical assessment and therapy. The sites contained many quizzes students could take to assess their mastery of the materials.

In a voice disorders course, the instructor met individually with each student outside of class time to practice a demonstration of five of the most common techniques employed in voice therapy before the student's official graded assignment demonstration.

In an audiology course, outside of class time, the instructor took all the students to a Veterans Administration site to practice using audiological equipment by testing each other.

Evidence of direct instructional contributions shall include activities and effectiveness in academic advisement and development and usage of a variety of communication media in advisement and instruction (for example, online communication through email, messaging, synchronous chat sessions, discussion boards).

Procedures for Evaluating Class Visits

1. A time period, early in the Fall semester, will be identified by the Personnel Committee as the period during which class visits will be made for retention, tenure and promotion. Scheduling of class visits shall be made by mutual agreement of the faculty member and the observer.
2. Both the Department Chair and one member of the Personnel Committee, or their designees among the senior tenured faculty of the Department, shall visit a class of each faculty member eligible for retention, tenure or promotion. Class visits will be arranged with each faculty member eligible for retention, tenure or promotion at least one week prior to the visit. For online class visits, the Department Chair and one member of the Personnel Committee, or their designees among the senior tenured faculty of the Department, shall be given access to the online course to be visited for a period of not less than one week.
3. Each evaluating faculty member shall submit a written evaluation of the class performance of the faculty member eligible for retention, tenure or promotion. This evaluation shall be sent to the faculty member eligible for retention, tenure or promotion within 14 days of the visit. The faculty member eligible for retention, tenure or promotion shall have ten days from the receipt of the letter to discuss the evaluation with the Committee, to rebut any part of the evaluation with which they disagree and to place in their Personnel Action File a written

response to this evaluation. Ten days after the receipt of the evaluation by the faculty member eligible for retention, tenure or promotion, a copy of the letter will be sent to (a) the Chair of the Department, (b) the Chair of the Personnel Committee and (c) the faculty member's Personnel Action File.

Procedures for Student Evaluations

1. A student evaluation form will be used as one device for measuring teaching competence for face-to-face classes. A version of an online evaluation survey developed by the Department and administered on its behalf by the College of Extended Learning in the Department's Distance Learning program will be used for all online classes in the Distance Learning program and may also be used in the residential program in addition to any University online evaluation process. A minimum of two classes annually shall have such written student evaluations. These evaluations will typically be collected in the Fall semester in classes representative of the faculty member's teaching assignment, but may be conducted in the Spring or Summer semesters for classes only scheduled in the Spring or Summer semesters. The Department will adhere to section 600 in regard to how the classes to be evaluated will be determined. The Department will adhere to section 600 in regard to student evaluation procedures for first year probationary faculty.
2. A two-week period early in the Fall semester will be identified by the Personnel Committee as a period during which students will have opportunity to submit comments/observations in writing regarding the teaching performance of 2nd through 6th year probationary faculty under consideration for retention, tenure and/or promotion, or tenured faculty members under consideration for promotion.
3. At the start of the student consultation period, the Committee shall post a notice in the Department office and at other places in Monterey Hall inviting students to consult in writing with the Personnel Committee about the teaching performance of probationary and/or tenured faculty members under consideration for retention, tenure and/or promotion. All faculty will be asked to post the notice on their Canvas course site. In this notice, students will be instructed to email the Chair of the Personnel Committee to discuss the teaching performance of probationary or tenured faculty members under consideration for retention, tenure and/or promotion. Signed, written statements received by the Personnel Committee in the course of consultation with students will be handled according to the procedures outlined in section 600.

Procedures for Faculty Feedback

A two-week period early in the Fall semester will be identified by the Personnel Committee as a period during which faculty members, and any other relevant

source, will have opportunity to submit comments/observations in writing regarding probationary faculty under consideration for retention, tenure and/or promotion, or tenured faculty members under consideration for promotion. Signed, written statements received by the Personnel will be handled according to the procedures outlined in section 600.

Contributions to the Field of Study

A variety of research, scholarship and creative work will be used by the Personnel Committee to evaluate a faculty member's contribution to the field of study.

Significant Scholarly or Creative Contributions

For purposes of retention, tenure and promotion, significant scholarly or creative contributions are understood to advance knowledge, practice and pedagogy in the disciplines of speech and hearing science, speech/language pathology, audiology and closely related disciplines and may appear in either hard copy or digital form.

1. Significant scholarly or creative contributions which can satisfy the quantitative requirements for tenure and promotion listed below must be submitted to a peer-review process. The peer-review process may be managed by a publisher, a professional organization, an accreditation committee conducting an accreditation evaluation or a conference proceedings committee evaluating manuscripts to be published in a conference proceedings volume. If a significant scholarly or creative contribution has not already been peer-reviewed by a publisher, a professional organization, an accreditation committee conducting an accreditation evaluation or a conference proceedings committee evaluating manuscripts to be published in a conference proceedings volume, the peer-review process will be managed by the Department Chair and the Personnel Committee.

The first step in the Department's peer-review process will be the Personnel Committee's evaluation of the scholarly or creative contribution to determine if it qualifies to be submitted for review by outside peer reviewers. The scholarly or creative contribution will be submitted for review by outside peer reviewers if, and only if, it has substantive content, sufficient length and meets a minimum standard of overall quality.

If the Personnel Committee unanimously finds the scholarly or creative contribution to be eligible for review by outside peer reviewers, the second step in the Department's peer-review process will be to submit the scholarly or creative contribution to no fewer than three outside peer reviewers. Reviewers will be considered to be outside peer reviewers if they are scholars at other

institutions or if they are recognized, qualified professionals, for example, members of the American Speech Language Hearing Association.

One reviewer will be selected by the faculty member eligible for retention, tenure or promotion, one reviewer will be selected by the Personnel Committee and one reviewer will be selected by the Department Chair. The results of the outside review will be provided to the faculty member eligible for retention, tenure or promotion, the Personnel Committee, the Department Chair and, after ten days, must be included in the faculty member's Professional Information File.

The faculty member is required to provide a copy of a published scholarly or creative work or a letter of acceptance if is not yet published. The faculty member must also provide a completed Authorship Disclosure Form that identifies all authors and their contributions responsible for the scholarly or creative work. The faculty member is required to provide documentation that a journal or publisher is academically legitimate and credible by using resources that identify predatory journals and publishers. Faculty should adhere to the CSUN University Library's Guide to Predatory Publishing.

2. Significant scholarly or creative contributions which are subject to peer review and can satisfy the quantitative requirements for tenure and promotion listed below may include the following:
 - A publication in a research or clinical journal in the disciplines of speech and hearing science, speech/language pathology, audiology and closely related disciplines;
 - A book, book chapter or monograph published by a professional association or a recognized publisher of academic, clinical or scholarly works;
 - A textbook published by a professional association or a recognized publisher of university-level textbooks;
 - A clinical manual published by a professional association or a recognized publisher of clinical texts in the fields of speech and language, audiology, psychology or other health related fields;
 - A paper in the published proceedings of an academic conference in the disciplines of speech and hearing science, speech/language pathology, audiology and closely related disciplines; the conference must be organized by a professionally recognized academic or clinical university or association.

- Continuing education course materials created for a continuing education course or workshop given by the faculty member;
 - Faculty authored full-text lectures which are the equivalent of a textbook written for a specific course;
 - Educational media that are distributed through well-recognized scholarly or professional channels such as computer software, streaming video, podcasts, recorded video lectures, and other audio-video media;
 - External grants which are awarded or renewed;
 - Reports created for a Department professional accreditation process/visit; The faculty member submitting the report as a significant scholarly or creative contribution must be the primary author of the report;
 - A Department program review (that is, a self-study report) reviewed and approved by appropriate campus officials; the faculty member submitting the review as a significant scholarly or creative contributions must be the primary author of the self-study.
 - A book, a book chapter, an article, a paper in proceedings, a monograph, a textbook or a clinical manual which has been accepted for publication but not yet published will be considered a significant scholarly contribution if evidence of publication is submitted in the form of a letter of acceptance from the publisher.
3. Two authors of a publication shall be considered two first authors and receive the same credit that a single author would receive.

Other scholarly or professional activities which are valued by the Department but do not satisfy the quantitative requirements for tenure and promotion listed below

Faculty must demonstrate continued growth as a scholar and professional in the field of speech and hearing science, speech/language pathology, audiology or a closely related discipline by engaging in activities of a scholarly, academic or educational nature. Such activities are required and must be documented as a part of Contributions to the Field of Study. Such activities include, but are not limited to, the following:

- author of international, national or state association position statements or papers which have been officially accepted and published by international, national or state associations;
- author of a published review of a book, book chapter, monograph or published article;
- invited speaker at a professional conference or professional meeting;
- presenter of a paper or poster at a professional conference;
- reviewer of a manuscript for a journal;
- reviewer of a research proposal for a granting agency;
- chairperson of a session at a professional conference;
- participant at a colloquium;
- author of an abstract in a peer-reviewed journal;
- reviewer of an abstract for a peer-reviewed journal;
- peer-reviewed scholarly or clinical research papers/reports created by a faculty member for board certification of the faculty member by a professional organization;
- reviewer of scholarly or clinical research papers/reports created by a clinician for board certification of the clinician by a professional organization.
- Alternatively, faculty may demonstrate exceptional service in administrative roles that are integral to the functioning of the Department (for example, Department Chair, Program Director, M.S.-SLP, Graduate Coordinator, M.S.-SLP, Director, Language, Speech and Hearing Center, Coordinator of Admissions State Side MS, Program Director and Graduate Coordinator AuD. Program).

Significant Scholarly or Creative Contribution Requirements for Tenure and Promotion

1. The significant scholarly or creative contribution requirement for the granting of tenure and promotion from the rank of Assistant Professor to the rank of Associate Professor is a minimum of two significant scholarly or creative contributions.
2. The significant scholarly or creative contribution requirement for the granting of tenure and promotion from the rank of Associate Professor to the rank of Full Professor is a minimum of two significant scholarly or creative contributions.
3. The significant scholarly or creative contribution requirement for promotion from the rank of Associate Professor to the rank of Full Professor is a minimum of two significant scholarly or creative contributions since promotion to the rank of Associate Professor.

Contributions to the University and Community

The Department of Communication Disorders and Sciences will adhere to the definition of University and community service as outlined in section 600.

Contributions to the University and community refer to those contributions normally expected from all members of the faculty. Such contributions include active, effective membership on committees at the Department, College and/or University level. At the Department level, service includes effective student advisement and effective service on admissions committees, Master of Science thesis committees and comprehensive examination panels, as well as other committees.

Community service refers to advancing the goals of the University and realizing the goals of the fields of speech language pathology and audiology among members of the greater Southern California community, and nationally as applicable. This involves contribution of unpaid or underpaid services to community agencies and organizations which draw upon the academic expertise and professional clinical competence of the faculty member. It may also include participating in the activities of well-known, legitimate organizations which contribute to the education or well-being of members of the community.

Clarification of the term *Effective*

1. Effective membership on committees at the Department, College and/or University level should be documented by the faculty member in regard to the nature of the committee assignment, the expenditure of their time, the nature of their contributions and the significance of their contributions for the goals of the committee.
2. Exceptional service in administrative roles that are integral to the functioning of the Department (for example, Department Chair, Program Director, M.S.-SLP, Graduate Coordinator, M.S.-SLP, Director, Language, Speech and Hearing Center, Coordinator of Admissions State Side MS, Program Director and Graduate Coordinator AuD. Program) will be valued as evidence of significantly effective service. Evidence of exceptional service in such administrative roles will be documented in the form of a letter from the Department Personnel Committee and/or College Dean that the candidate may place in their Professional Information File.

Approved: Department of Communication Disorders and Sciences
Fall 2023