

DEFINITIONS AND STANDARDS FOR REAPPOINTMENT, PROMOTION, AND TENURE

Department of Philosophy

California State University Dominguez Hills

DATE: 09-21-2021

DEFINITIONS OF TEACHING, SCHOLARSHIP, AND SERVICE

INTRODUCTION: This document, which spells out policies and procedures for retention, tenure and promotion, has been prepared in response to PM 90-05 requiring each department to furnish a "Departmental Definition of Scholarship and Creative Activity." These standards and procedural guidelines supplement the official University RTP personnel policy. The document, therefore, remains consistent with all applicable RTP criteria for Unit 3 Faculty agreed to between the California Faculty Association (CFA) and the CSU Board of Trustees, and with the guidelines stipulated in the CSU Dominguez Hills Faculty Handbook. It is understood that this statement of standards is limited to those RTP concerns over which the Department of Philosophy can exercise its own discretion. Furthermore, we believe it is axiomatic that scholars in a particular field or activity are best competent to judge the work of their colleagues.

TEACHING

The teaching philosophy of the Philosophy Department is student centered. The faculty prides itself on being able to offer the full range of courses necessary for the major or the minor both in the day and at night over a four year span. We offer an option in Religious Thought as well as an option in Philosophy in the major. Our department is committed to offering a balanced array of upper division courses with a focus on the history of philosophy. Majors and minors can look forward to small classes with as much personal contact and attention from the professor as desired. Teaching activities include: presenting in-class lectures, directing student workshops, evaluating papers, exams, journals and oral presentations, developing new courses, maintaining regular office hours and conducting student advising and/or mentoring. Evaluation of teaching includes assessing the faculty member's teaching effectiveness. This is the principal criterion for retention and tenure, assuming that satisfactory progress is made in scholarship and service. It is expected that the faculty member strengthens his or her teaching skills throughout the probationary period. And, because teaching effectiveness cannot be taken for granted at any rank, evaluation for promotion to any level should place emphasis on the teacher's current work. In order to assess teaching effectiveness, the department will: 1.) Take notice of the faculty member's own assessment of teaching effectiveness, 2.) Review the quantitative and qualitative responses on the Perceived Teacher Effectiveness (PTE) forms (PTEs will only be used when the response rate reaches at least 75% for the class section), 3.) Review course syllabi; examinations, handouts, writing assignments, graded assignments and grading criteria, 4.) Take notice of the candidate's online teaching record, 5.) Provide a classroom evaluation of a new hire during her first two years, once per semester and 6.) Take notice of any other pertinent matter directly related to teaching duties that would have a tendency to illuminate the quality of the instructor's teaching. Additional material must be agreed upon between the faculty member and the chair, prior to the time of review. Moreover, since student retention is of high priority within the CSU system, the Department will also assess the candidate's effectiveness in

advising/mentoring of students. Accordingly, the candidate is responsible for counseling students properly on course-related matters and to keep office hours regularly in order to assist students with their academic needs. Finally, beyond the first two years, junior faculty members may, at their own option, request of the Department Chair that one (or more) senior faculty members visit their classroom. Following the classroom visitation, the visiting faculty submits to the Department Chair a written, descriptive evaluation of the instructor's classroom performance for inclusion in the personnel file. The principal purpose of the visitation is to make observations of teaching, techniques/styles, and the quality of student interaction with the instructor. A related objective of the written feedback is to provide constructive advice, aimed at teaching improvement.

SCHOLARSHIP

The mission of the Philosophy Department encourages scholarship that serves a variety of beneficial purposes including, but not limited to, the following: (1) to enhance the instructor's expertise in teaching (2) to update the candidate's knowledge base in her field of specialization and to broaden and strengthen her research and publication credentials (3) to enhance the University's reputation for excellence, and (4) to provide students with ready access to the instructor's own scholarly works and findings. Evidence of scholarship includes: (1) **actual publications** by academically recognized journals and/or publishers. Items considered to be actual publications are: a.) a book or a textbook, b.) articles appearing in refereed journals, c.) a book chapter in a collection of essays, d.) review essays or book reviews, e.) original teaching or testing material adopted for professional use by other professionals outside the Department, f.) inventing and designing computer software which has been adopted for professional use, g.) being on the editorial board of scholarly journals, and editing of scholarly or professional publications. It is reasonable to presume that published work helps to promote scholarly objectives more than work which has not been published. (2) **presentations at professional conferences**; a.) presenting papers at professional associations, b.) presenting papers as an invited expert in the faculty member's field, c.) participating as an invited member of a panel discussion and d.) critiquing a paper at a professional conference. Presumably, an invited presentation extended from a respected and recognized interest group tends to suggest that the invitee is recognized for his or her unique contributions. (3) current research; a.) evidenced by fellowships received to pursue professionally related study, b.) taking part in seminars and Summer institutes, c.) doing sabbatical-related research d.) preparing research proposals, e.) conducting consultantships within the discipline (even if done for compensation) and f.) pursuing post-doctoral study and (4) **other professional contributions**; a.) continuing formal and informal training, b.) visiting professor-and-lectureships, c.) invitations to lecture at other campuses, d.) receipt of special awards, such as, becoming the recipient of important credentials or licenses, and grantwriting/recipientships (including participation as participant on a grant project.) Evaluation of the quality of scholarship includes assessment that the candidate is meeting the requirements stated above. Moreover, it is the Philosophy Department's view that the area of research and scholarship is meant to encourage professional accomplishment and growth as a teacher. It also serves as an indication of the candidate's interest in advancing the discipline. A faculty member may request an annual conference with the Dean and Department Chair to review his/her scholarship and creative activity. The request is to be made in writing. Such a conference will be arranged by the department chair within ten (10) working days of the time the request is received by the chair. At this meeting, joint agreements may be reached between the faculty member under review

and the Dean (and Department Chair, as appropriate) about scholarly goals and plans for continuing professional development.

SERVICE

The mission of the Philosophy Department encourages service that promotes the flourishing of the university community. The faculty member is expected to participate conscientiously, cooperatively, and productively in the collective efforts and functioning of the Department, the College, and the University as a whole. There may, needless to say, be some overlap between scholarship/creative activity and service to the Department, the University and the community at large. Evidence of service includes some of the following: 1.) membership on departmental, school, and university wide committees, 2.) assuming leadership roles on campus committees, 3.) organizing and engaging in significant activities which enhance the educational climate and/or student life (i.e., chairing panel discussion; planning and/or chairing colloquia and workshops), 4.) participating in student organizations as faculty advisor or sponsor, 5.) taking part in campus outreach efforts and activities which cast favorable attention to the faculty member and to the University, 6.) delivering speeches or using other means of communication which convey information about the Department and about the University to community groups about the faculty member's profession and 7.) specifically, at the departmental level, when called upon the faculty member is expected to carry out a fair share of functions. Examples: special course/discipline coordinator; guest lecturer for departmental colleagues, and developing new courses and revising old ones. Evaluation of the quality of service includes assessment of the candidate's ability to consistently meet some of the requirements listed above.

STANDARDS FOR REAPPOINTMENT

INTRODUCTION

The Philosophy Department will assess that the candidate closely adheres to the mission of the department and the university and complies with the teaching, scholarship and service standards listed above.

TEACHING

The Philosophy Department will assess that the candidate's teaching is making good progress in accomplishing the requirements delineated for achieving tenure, as stated in "standards for tenure: teaching."

SCHOLARSHIP

The Philosophy Department will assess that the candidate's scholarship makes good progress in accomplishing the requirements delineated for achieving tenure, as stated in "standards for tenure: scholarship."

SERVICE

The Philosophy Department will assess that the candidate's service makes good progress in accomplishing the requirements delineated for achieving tenure, as stated in "Standards for Tenure: Service."

STANDARDS FOR TENURE

INTRODUCTION: The Philosophy Department will assess that the candidate has succeeded in meeting the teaching, scholarship and service standards as listed in this section. The Philosophy Department believes that scholars in a particular field of activity are primarily competent to judge the quality of the work of their colleagues. This principle suggests that at levels of review beyond the Department, evaluative deliberations be made with careful consideration of peer judgments arrived at within the Department, in a manner that is consistent with academic freedom and standards of fairness. Finally, while the Department is an advocate for the rights and interests of its faculty, it is primarily the candidate's responsibility to identify and organize the documentation for his or her RTP file. In the Department's view, clarity of presentation and appropriateness of organization are of greater significance than mere quantity of material.

TEACHING

The Philosophy Department will recommend tenure if the candidate has been an overall effective teacher. This includes: 1.) the reception of "strongly agree" and "agree" PTE scores, 80% and above, across the majority of the semesters of teaching and in the majority of classes taught (PTEs will only be used when the response rate reaches at least 75% for the class section), 2.) positive peer reviews based upon classroom observations that reflect the candidate's pedagogical value and growth, 3.) the implementation of strong teaching materials and methods, as determined by the department's RTP committee, 4.) the availability for student advising and/or mentoring for which faculty must provide regular evidence in the RTP dossier. Additional categories may be added based upon the prior mutual consent of the individual faculty member and the Department of Philosophy.

SCHOLARSHIP

The Philosophy Department will recommend tenure if the candidate has been successfully active in the area of scholarship. At a minimum, the candidate must have: 1) Three academic publications of which two must be peer reviewed articles. A book chapter in a book published by a reputable and recognized publisher may substitute for one of these articles. The third publication can be a book review, review essay, article or book chapter that may have resulted from the candidate's work as a fellow, consultant, scholarly awardee or grant recipient. OR One scholarly book related to the discipline of philosophy that is published by a university press (e.g., Oxford University Press, Routledge Press, Indiana University Press, Fordham University Press, Cambridge Press, etc.). Books published by other presses will only qualify with prior mutual consent between the Department of Philosophy and the faculty member. And 2) The candidate must have presented three papers or talks on three different occasions at local, national or international academic conferences during the years leading up to tenure. Presenting as a panel/paper respondent can serve as a substitution for one of the three conference talks. Additional categories may be added based upon the prior mutual consent of the individual faculty member and the Department of Philosophy.

SERVICE

The Philosophy Department will recommend tenure if the candidate has been successfully active in the area of service. At a minimum the candidate must have two service activities every year and have served

on two departmental committees and on four college or university committees during the years leading up to tenure. The candidate's annual service on any one committee will be counted discretely toward fulfilling the minimum requirement. For instance, the candidate may serve two turns on the Curriculum Committee and this will translate into service on two college committees.

Additional categories may be added based on the prior mutual consent of the individual faculty member and the Department of Philosophy.

***Time-limited COVID-19 Amendment**

Per Senate Resolution FPC 20-14, "Evaluating Faculty Performance Disrupted by the COVID-19 Pandemic," reasonable adjustments to evaluative criteria during the performance evaluation of all faculty shall be made in light of the disruption of normal teaching, service, and scholarly productivity related to the COVID-19 pandemic. Faculty are encouraged to note the effect of the pandemic on their teaching, scholarship, and service in their WPAF/submitted review materials.

Brian Gregor

Chair

September 21, 2021

Date

Timothy P. Caron

Dean

9/22/21

Date

Michael E. Augener

Provost and Vice President for Academic Affairs

9/22/2021

Date