



CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS

**COLLEGE OF HEALTH, HUMAN SERVICES AND NURSING (CHHSN)
DEPARTMENT OF CLINICAL SCIENCE
REAPPOINTMENT, TENURE, AND PROMOTION**

DEFINITION OF DEPARTMENTAL SCHOLARSHIP

Based on the California State University Dominguez Hills' Policy and Procedures for Reappointment, Tenure and Promotion (RTP) of probationary faculty and file submission procedures, the Department of Clinical Science offers the following guidelines to evaluate its faculty who are in review. A portfolio that balances satisfactory performance in teaching, scholarly and creative activities, effective functioning in the institution and community which are congruent with the mission of the Department of Clinical Science is expected. To merit tenure and/or promotion all candidates must meet the standard of satisfactory in all three areas normally expected of faculty and required by the University.

EXPECTATIONS AND RESPONSIBILITY

A. Probationary Period for Tenure and/or Promotion to Associate Professor: The probationary period for promotion and tenure is normally six years beginning from the time of the initial appointment. In most cases, probationary faculty are considered for tenure and promotion to Associate Professor at the same time during their 6th year. The faculty candidates must submit the appropriate and required material for each cycle of review (Abbreviated or Full Reviews). The candidate has primary responsibility for providing the correct, error-free, and sequential organization of the e-portfolio organized according to recommended guidelines by the Office of the Faculty Affairs and Development and University policy.

B. Early Tenure and/or Promotion to Associate Professor: The term “**Unusually Meritorious**” is used as a performance standard in the RTP Process for Early Tenure and Early Promotion. Successful candidates for early promotion and/or tenure must demonstrate **unusually meritorious** performance as determined by outstanding performance in Teaching and one other area of review: a) scholarship, research, and creative activity, or b) service to the university community; the third area must be satisfactory. Candidates applying for early tenure and/or promotion to Associate Professor must meet and exceed all department and college criteria as required by the end of a traditional probationary term. Before requesting early review consideration, the candidate must discuss the merits of the case with the Department Chair no later than two months before the deadline when the candidate's file is due.

TENURE AND PROMOTION TO ASSOCIATE PROFESSOR

1. TEACHING

Teaching involves a commitment to teaching excellence and to achieving a high level of proficiency in stimulating students thinking and fostering their learning based on current dogma related to the practice of teaching in the clinical science disciplines. The faculty in the Department of Clinical Science should show commitment to high academic and pedagogic standards, be effective in instructing and advising students, guide and motivate students, create a safe classroom environment, and apply evaluative standards fairly

and appropriately with respect to all students. It also involves assessing and reflecting on one's own teaching practice as well as on student learning outcomes that stem from the teacher-student encounter. In addition, the ability to work productively with one's colleagues is seen as one of the most important attributes of a Clinical Science Department faculty member. Faculty members are expected to promote a culture of civility in the workplace where staff, students, faculty, and administrators are treated respectfully, collegially, and courteously in an environment that is conducive to learning and growth.

Faculty in the **First Year of their Probationary Appointment** will be reviewed and evaluated based on submission of the **Professional Plan in their first Abbreviated Review**. A plan rated as “**Satisfactory**” must include the faculty's statement of formal educational philosophy, short-term and long-term goals and objectives, and a brief commentary on how the goals will be incorporated in the faculty member's teaching assignments and assessment of student learning. The Professional Plan should serve as a foundation for the faculty member to review and reevaluate their teaching as they progress through the RTP evaluation cycles. Subsequent Abbreviated Reviews shall include a Brief Written Report of their progress in all three areas of evaluation and an updated Professional Plan.

Faculty undergoing Full Reviews are expected to demonstrate “**Satisfactory**” Teaching performance and to provide evidence of the following criteria (1-10).

1. Demonstrated ability to teach effectively at both entry and advanced level courses in the major as reflected in teaching material and assessment of student learning outcomes. Evidence of teaching effectiveness, including statement of philosophy, high impact teaching techniques, sample assignment, innovative teaching skills etc., can be used to demonstrate teaching effectiveness.
2. Peer class observations by fellow faculty members are vital for assessing the true dynamics and quality of the candidate's pedagogy. The faculty member performing the observation will observe at least one class session and should be given access to the course syllabus and other relevant materials prior to the observation. The RTP Committee is responsible for scheduling and conducting peer reviews at least once per year for all candidates in subsequent Probationary Years.
3. Perceived Teaching Effectiveness (PTE) responses including student comments. Results should be analyzed, and comments should be addressed.
 - a. Supportive data
4. List of courses taught.
 - a. Course Profiles: Syllabi that are consistent with university established guidelines, representative teaching material, and direct and/or indirect tools used to measure student learning outcomes.
 - b. Compliance with university policies for meeting required office hours for student advising and final course grade submission.
5. Candidates must include commentary and examples to support how advising responsibilities are undertaken equitably and effectively to serve diverse student needs. The following are some examples: a) Advising of undergraduate and graduate students – evidence of knowledge of programs and procedures appropriate to assisting students in progress towards graduation; b) Mentoring of undergraduate and/or graduate students that may result in special projects, theses, posters, presentations, or scholarly manuscripts or community service.
6. Incorporation of technological based applications to enrich teaching of disciplinary content in lecture and labs. Technology can be but not limited to “hands on” equipment, simulations, recorded lectures, and or web-based applications.
7. Contribution made to undergraduate BS and PB certificate curriculum development as needed.

8. Contribution made to maintaining standards for continuing external program accreditation by the National Accrediting Agency for clinical Laboratory Sciences (NAACLS) in the areas of assigned disciplinary teaching.
9. Contribution documented of how independent activities and/or continuing professional practice enhance teaching. Attending teaching workshops and training programs as the candidates' continuing efforts to enhance and update the teaching quality.
10. Additional items may be identified and considered as teaching activities. Such activities must have the prior approval of both the faculty member and the department.

2. RESEARCH and SCHOLARSHIP

Clinical Science is an applied clinical discipline in which the faculty's research and scholarly work may include original disciplinary research, scientific reviews, clinical case studies, laboratory testing manuals, microscopic photography imaging/atlas, and data collection surveys on regulatory and practice-based issues.

Faculty in the **First Probationary Appointment** will be reviewed and evaluated based on submission of the **Professional Plan**. A plan rated as "**Satisfactory**" must include the faculty's outline and brief discussion of an agenda for expected productivity of scholarly work and creative activities. Subsequent Abbreviated Reviews shall include a Brief Written Report of their research and scholarship progress and an updated Professional Plan.

Faculty in **subsequent** Probationary Year full reviews are expected to demonstrate "**Satisfactory**" performance in the items recommended by the department, with expectation of meeting items 1 and 2 as well as at least five other items from the following list for a successful tenure and promotion.

1. Submission of **peer-reviewed** publication in disciplinary related referred journals, periodicals, monographs, or reports. It is expected to have one publication that is either published or is under review by the second-year evaluation. An average number of **3 peer reviewed publications** are expected for a successful tenure and promotion to the rank of Associate Professor; however, the quality of each publication will be carefully considered. **Publication in predatory journals will not be accepted.** Copies of published research, scholarly publications, programs of exhibition and presentations should be included.
2. Presentation of scholarly work or creative activity at **peer-reviewed** professional meetings, conferences, seminars, or webinars as an individual podium or poster presenter or invited panelist. An average number of **four presentations** at regional, national, and/or international platforms are expected for a successful tenure and promotion to the rank of Associate Professor.
3. Writing, submission, and funding of grants to support, but not limited to, faculty research, acquisition of laboratory equipment, and student-centered activities. Non-funded attempts will be given careful consideration.
4. Lead curriculum innovation, development, and/or accreditation.
5. Production and publication of textbook, or textbook chapters, instructional software, continuous education, or related educational materials.
6. Editor or associate editor of a peer reviewed journal related to clinical science.
7. Attending professional meetings and conferences sponsored by the top tier international, national and/or State societies and associations.
8. Recipient of awards in recognition of scholarly work and/or creative activity relative to the body of knowledge and research in clinical science.

9. Obtain training in such areas, for example computer technology, administration, accreditation compliance, or human relations.
10. Obtain attitudinal knowledge and experience through additional coursework, workshops, advance degrees, and specialized training.

3. SERVICE AND COMMUNITY ENGAGEMENT

It is expected that faculty provide service that contributes to effective functioning in the University, College, and the Clinical Science Department. As an accredited medical/clinical science program by the National Accrediting Agency for Clinical Laboratory Sciences (NACCLS) and approval by CA Department of Public Health to coordinate clinical practice internships at hospital and diagnostic labs, faculty are expected to engage in activities aligned with **accreditation** and **State approval**.

Faculty in the **First Probationary Appointment** will be reviewed and evaluated based on submission of the **Professional Plan**. A plan rated as “**Satisfactory**” must include the faculty’s outline and brief discussion of developing their agenda in this area. Subsequent Abbreviated Reviews shall include a Brief Written Report of their progress in this area and an updated Professional Plan.

Faculty in subsequent Probationary Year full reviews are expected to demonstrate “**Satisfactory**” performance in the items recommended by the Department, with expectation of meeting item 1 and at least four other items from the following list.

1. Actively participate in CSUDH committees at a variety of levels: university, college, division, and department, including search committees. An average of service in two committees per year is an acceptable standard; however, meticulous attention will be given to the nature and extend of service.
2. Participate in tasks associated with accreditation: writing self-study documents/reports for the Clinical Science Program, volunteering with NAACLS, and to serve as a reviewer for other programs.
3. Serve in student advisement activities at department level and university sponsored advising for new, transfer, and post baccalaureate students (e.g., New Student Orientation).
4. Serve as adviser for Clinical Science Club, participate and support student centered activities such as the Alpha Eta Honor Society and graduation.
5. Actively participate in professional and community service by seeking positions of leadership, manuscript reviewer, speaking engagements, organizing, and chairing conferences, meetings, and special events at local, state, or national level.
6. Recipient of awards in recognition of significant professional and community service.
7. Participate in affiliate sponsored activities that enhance the affiliation and/or contribute to program recognition, development, and growth.
8. Serve as a consultant in a professional capacity.

PROMOTION TO FULL PROFESSOR

Consideration for promotion to Full Professor differs from consideration for promotion to Associate Professor. Promotion to Full Professor is a reward to an individual for bringing their career to prominence. For the faculty in the Department of Clinical Science, promotion to Full Professor requires demonstrated excellence in teaching and service to the department, campus, university, and the community, including assuming leadership responsibilities typical of senior faculty and documented activity in the individual’s field of research. The promotion to Full Professor must include consideration of the individual's personal

integrity and professional behavior as recognized by the University community. A sound ethical approach to all aspects of teaching, research, publication, and the academic profession are expected of all who seek promotion to Full Professor in the Department.

A candidate for promotion to Full Professor must meet the criteria for a “**Satisfactory**” rating in the Teaching, Research and Scholarship, and Service to the University. The University Citizenship assessment must exceed minimal departmental obligations. Table 1-3 provide quantitative and qualitative information about expectations for different levels of performance in each category for promotion to Full Professor.

1. TEACHING

Criteria for evaluation of teaching are listed in Table 1. Course revision is defined as making a substantial modification in a course such as developing new laboratories, addition of distance learning options, formally proposing to change course content/format, etc.

Other information such as written comments from students, colleagues within and beyond the Department, or University administrators shall be considered when available. Peer reviews and student evaluation results (including all student comments) must be a part of the submitted record of candidates for promotion. Copies of representative syllabi, examinations, and other relevant material should be available for review. Documentation related to undergraduate and postbaccalaureate students training, and accomplishments should be included in materials provided by the candidates for evaluation.

Teaching Assessment	Definition	Accomplishments Corresponding to the Assessment Score
Satisfactory	Innovative teacher; provides leadership in instructional development	Develop/revise courses, develop research projects for students (undergraduate and/or graduate), excellent student and peer perceptions, instructional creativity, actively participate in curricular revisions

Table 1. Assessment of Teaching for promotion to Full Professor.

2. RESEARCH and SCHOLARSHIP

Quantification of scholarly success must be tempered by quality of the work. In addition, the nature of scholarship varies among fields and, as such, the faculty member’s record should be appropriate for the particular disciplinary field and mission. Quality of the work, impact on the field and the role of the faculty member are central components of the assessment of performance in this field. At least **three peer-reviewed publications** are expected for promotion to full Professor if they are of clear quality and the faculty member played a central role in their completion This may be insufficient if they do not meet the standards for a particular field or were published in predatory journals. In the case of publications, in particular, only peer-reviewed manuscripts are considered. Indicators on which the assessment of the quality of scholarly activity are based are provided in Tables 2.

Research and Scholarship	Definition	Accomplishments Corresponding to the Assessment Score
Satisfactory	clear line of inquiry and established research program, meaningful integration, and application	Meets 4 of these 5 criteria, including #1: 1) publications commensurate with expectations in the discipline 2) presentation of work at state/national/international meetings 3) leading the program accreditation self-study 4) receiving extramural/intramural funds 5) meaningful applied work on community projects

Table 2. Assessment of Research and Scholarship for promotion to Full Professor.

3. SERVICE

A candidate's service contributions to Department, College, Campus and University shall be evaluated as outlined in Table 3. The merits of university service should be evaluated as to (1) whether or not the candidate chaired the committee and (2) the importance of the service to the mission of the unit served. Less tangible components of citizenship include active participation in departmental events such as faculty and graduate student recruitment, seminars, departmental meetings, student competition Judge, etc.

Being a useful and active citizen of the Department and University is expected and of genuine value. Expectations in service for promotion to Full Professor are higher than for promotion to Associate Professor. In addition, other components of service are also considered (including public outreach and public and professional service) in promotion decisions and may differ in their importance among individuals with different appointments.

Service Assessment	Examples of Accomplishments Corresponding to the Assessment Score
Satisfactory	Significant role in Department, Campus College and/ or University as evidenced by productive service on committees, active participation in significant events, effectively chairing committees, specific administrative assignments, meaningful public outreach. An average of 14 committee memberships and event participation are expected; however, the extend of faculty participation will be meticulously considered.

Table 3. Assessment of Service for promotion to Full Professor.

College of Health, Human Services and Nursing (CHHSN)
Department of Clinical Science
Guidelines for periodic evaluation of Part-Time Temporary Lecturers

The Department of Clinical Science refers to the guidelines for the periodic evaluation of part-time temporary lecturers delineated in sections of Article 15 of the Unit 3 (faculty) Collective Bargaining Agreement between the Board of Trustees of California State University and the California Faculty Association. The evaluation will be conducted by the Department Chair or a designee.

Elements for the Periodic Evaluation Review

1. A review of the Perceived Teaching effectiveness (PTE) reports including the student comments.
2. Course syllabus for each course assigned. Syllabus must comply with University Standard.
3. A classroom visit scheduled in consultation with the Department Chair or a designee.
4. If desired, an opportunity for peer input can be arranged.
5. A written recommendation incorporated into the PT lecturer's personnel file with copy provided.

Payman Nasr

12/14/2021

Department Chair

X Misook Kim

12/15/21

Dean

X Michael E. Aquino

12/16/2021

Provost and Vice President of Academic Affa...