

College of Health, Human Service and Nursing
THE DEPARTMENT OF Orthotics and Prosthetics
DEFINITIONS AND STANDARDS FOR REAPPOINTMENT, PROMOTION, TENURE
(RTP)

May 24, 2020

DEFINITIONS OF TEACHING, SCHOLARSHIP, AND SERVICE

INTRODUCTION

California State University Dominguez Hills (CSUDH) provides education, scholarship, and service that are, by design, accessible, and transformative. The university welcomes students who seek academic achievement, personal fulfillment, and preparation for the work of today and tomorrow. Aligned with the university, the mission of the Department of Orthotics and Prosthetics (O&P) is to prepare clinical practitioners to obtain their national or international certification with the knowledge, skills, and understanding necessary to practice in traditional as well as emerging roles within the healthcare environment.

A faculty member from the Department of Orthotics and Prosthetics receiving tenure and promotion is expected to demonstrate a commitment to the three areas of teaching, scholarship, and service as evidenced through documentation in a comprehensive Working Personnel Action File (WPAF). Since CSUDH is a comprehensive university, with a primary mission of teaching, faculty who are successfully tenured and promoted are strong teachers and excel in the classroom. However, equal weight is given to the scholarship of discovery because the responsibility of faculty in professional schools is to advance the application of knowledge into the practice profession. Service to the university, department, profession, and community is viewed as an equal partner in scholarship as it is a valuable mechanism for sharing knowledge. As such, the faculty strives to embody an approach to teaching, scholarship, and Service that is diverse, holistic, and adds to the knowledge base of O&P practice. The faculty will strive to enhance intellectual growth for the O&P profession and the help to prepare competent autonomous O&P professionals so they may deliver services as practitioners and leaders in a diverse society and within a global environment.

A well-balanced portfolio in the areas of teaching, scholarship, and service is expected throughout the reappointment, tenure, and promotion (RTP) processes. The faculty member must demonstrate satisfactory accomplishments in all three categories.

TEACHING

The teaching philosophy of the Department of Orthotics and Prosthetics is based on a Constructivist Learning Theory implemented using Cooperative Learning Strategies and Bloom's Taxonomy (Anderson et al., 2000). To best meet the needs of the widely diverse student population of the 21st century, the department uses teaching strategies that support student-centered learning. The essence of these strategies is to respect the many differences among

people, the multiple variations in the ways they learn, the several modes, and the almost infinite number of ways in which they can leave a mark in the world.

As members of a practice discipline, O&P faculty engage in and will be evaluated on teaching activities that include curriculum development; program evaluation; program accreditation; educational technology applications; pedagogical innovation and inquiry; course syllabi development; development and implementation of course activities and assessment measures of student learning outcomes; student evaluations through the Perceived Teaching Effectiveness (PTEs), which include analysis of both quantitative ratings and student comments; peer evaluations; alignment with the program's teaching and learning philosophy; external education modules, and faculty affairs responsibilities, such as holding office hours, student advisement, faculty meetings, and other tasks necessary for successful curriculum implementation.

SCHOLARSHIP AND CREATIVE ACTIVITY

The O&P faculty endorses the perspectives described by Boyer (1996) and Stewart (2010) as the scholarship of discovery, integration, and application to evaluate faculty applying for promotion and tenure. The definition considers the full scope of academic work performed by O&P faculty that is to acquire and disseminate knowledge that benefits society and the profession, which is congruent with the missions of the Department of Orthotics and Prosthetics, the College of Health, Human Services, and Nursing, and the University.

As members of a practice discipline, the O&P faculty engage in scholarship activities of discovery. These activities include scientific inquiry and development of new knowledge; methodological inquiry; collaborative research; research grants; education grants; practice model development; development of clinical evaluation tools, intervention protocols, or manuals. In all categories of scholarship, there is the expectation that knowledge will be disseminated to advance the art and science of O&P that benefits the profession and general society.

Examples of scholarship include research projects that advance the knowledge base of O&P; peer-reviewed first-authored and co-authored publications in refereed journals that meet the profession's scientific standards; funded or "agency approved" grant proposals which involve competitive intramural or extramural funding; sole authorship or co-authorship of Allied Health or scientific textbooks, book chapters, critical reviews and monographs from a recognized and reputable publisher; sole authorship or co-authorship of clinical assessment tools or intervention manuals published and disseminated for wide use in clinical practice; refereed presentations (either podium, panel, or poster) at local, state, national, or international conferences.

SERVICE

It is expected that faculty are actively involved in substantive service that contributes to the effective functioning of the university, the O&P department, the practice profession, and the community. As members of a practice discipline, O&P faculty engages in service that include: involvement in university, college and departmental committees and governance; contribution to student organization and formal relationships that enhance the development of professionals;

leadership in professional associations at the local, state, national or international levels; education-community partnerships; participate in pro bono O&P faculty, or Adaptive Sports practice.

Examples of service include: Service on standing or sanctioned ad hoc university committees (e.g., Academic Senate, University Curriculum Committee, Student Academic Petitions and Appeals Committee (SAPAC), search committees), College committees, and Department of O&P or Health Science committees; Activities defined as community service representing the University and the Department of O&P such as, speaking engagements with/at professional or scholarly groups, consulting work for community groups related to the health science disciplines represented in the curriculum and/or teaching, program development or curriculum innovations, offices or membership held in community organizations, volunteer work in the community related to Allied Health; Activities defined as Professional Service representing the University and the Department of O&P such as, holding office in an professional or health related organization, participation in special events sponsored by a health related organization, serving as chair or member of a professional O&P or health related organization committee, speaking engagements for professional O&P or health related organizations, organizing scholarly meetings, contributions as a manuscript reviewer, editor or editorial board member of peerreviewed scientific journals related to the body of knowledge in Allied Health including but not limited to research and clinical or specialty journals.

Additional activities may be considered as service based upon the prior mutual consent of the individual faculty member and the chair of the Department of O&P.

Boyer, E. L. (1996). From scholarship reconsidered to scholarship assessed. *Quest*, 48(2), 129139.

Stewart, Trae; Nicole Webster (2010). Problematising Service-Learning: Critical Reflections for Development and Action. [Information Age Publishing](#). p. 327.

STANDARDS FOR REAPPOINTMENT

INTRODUCTION

A well-balanced portfolio in the three areas of teaching, scholarship, and service is expected in the evaluation of O&P faculty's dossier for reappointment.

The faculty in the Department of O&P must adhere to the Policy for Tenure, Promotion, and Reappointment procedures. During the first probationary year, faculty must develop a written Self-Assessment (Part A) -Philosophy of Teaching, Teaching Performance, Scholarship or Creative Activity and Service. Part B includes a Professional Development Plan which includes short and long-term goals. This plan serves as the basis of evaluation for all probationary years.

The Department of O&P probationary faculty member must provide reviewers of the WPAF with sufficient information, discussion of progress, and corrective action (if needed) to make a valid assessment.

TEACHING

For reappointment, the faculty member needs to demonstrate satisfactory progress towards meeting the following Departmental standards:

- a. Active participation in program curriculum development.
- b. Active participation and contribution to program accreditation.
- c. Implementation of educational technology.
- d. Pedagogical innovation and inquiry.
- e. All course syllabi display the required elements as stated in the University Curriculum Guide.
- f. Course activities and assessment measures of student learning outcomes are clear and consistent with the content, objectives, and level of the course as approved by the program faculty.
- g. Alignment between the faculty member's teaching and learning philosophies with that of the O&P program.
- h. Consistent and active participation in faculty affairs responsibilities, such as holding office hours, student advisement, faculty meetings, and other program tasks necessary for successful curriculum implementation.
- i. Active involvement in evidence-based outcome measures utilization and assessment as it relates to clinical practice of O&P.
- j. Satisfactory or better results of peer reviews/observations.
- k. Perceived Teaching Effectiveness (PTE) responses: Satisfactory teaching evaluations may be an aggregate of 55% in the two positive categories, Strongly Agree or Agree, across all courses; however, evidence of effectiveness is not judged solely on this number, and in particular the ratings may be lower if there is other evidence of effectiveness in or out of the classroom context. Reviewers will also consider whether the response rate for teaching evaluations is sufficient to make an informed judgment

Faculty with ratings and performance not meeting the stated expectations must minimally provide evidence of consistent and substantive improvement throughout the probationary period and demonstrate their ability to achieve the standards by the final probationary year.

SCHOLARSHIP AND CREATIVE ACTIVITY

For reappointment, the faculty member needs to demonstrate satisfactory progress towards meeting the following Departmental standards:

- a. In the second year and third-year review, it is required that the faculty member provide evidence of substantial progress toward the fourth-year review requirements. In these reviews, works in progress are acceptable, particularly submissions of peer-reviewed work and plans for resubmission of unpublished work. A funded research grant may substitute for a peer-reviewed publication requirement with the written mutual agreement between the faculty member and the department chair.
- b. By the third year, the faculty member will provide evidence demonstrating acceptance or publication of at least one (1) peer-reviewed article in a refereed scientific journal, a book chapter or textbook manuscript to a reputable publisher, or a clinical assessment tool or intervention protocol manual to be used in O&P practice. Also, the faculty member will complete at least one (1) peer-reviewed presentation (podium, panel, or poster) at a professional local, state, national, or international conference.
- c. By the fourth-year review, the faculty member will provide evidence demonstrating the acceptance or publication of at least two (2) peer-reviewed articles in refereed scientific journals, book chapters, or textbook manuscripts by a reputable publisher, or clinical assessment tools or intervention protocol manuals to be used in O&P practice. Also, the faculty member will complete at least two (2) presentations that advance the O&P profession at local, state, national, or international conferences.
- d. In the fifth year of review, it is required that the faculty member provides evidence of substantial progress toward the tenure and promotion requirements.

SERVICE

For reappointment, a probationary faculty member must demonstrate satisfactory progress towards meeting the Departmental standards for tenure. Participation is considered satisfactory when there is evidence of ongoing and active involvement in the service area. A minimum of 2 service activities (as specified in the Department of O&P definitions of teaching, scholarship, and service) each probationary year, with at least one of these activities occurring within the Department of O&P, is strongly recommended.

Note: It is the responsibility of the faculty member to provide concrete proof of substantive service, including documentation and discussion of roles, duties, accomplishments, etc.

STANDARDS FOR TENURE

INTRODUCTION

A well-balanced portfolio in the three areas of teaching, scholarship, and service is expected in the evaluation of O&P faculty's dossier for tenure. In the professional programs at CSUDH, faculty members who have been successfully tenured having demonstrated satisfactory accomplishments in the three categories.

TEACHING

For the granting of tenure, a faculty member should meet the following Departmental expectations:

- a. Active participation in program curriculum development.
- b. Active participation in program accreditation.
- c. Implementation of educational technology.
- d. Pedagogical innovation and inquiry.
- e. All course syllabi display the required elements as stated in the University Curriculum Guide.
- f. Course activities and assessment measures of student learning outcomes are clear and consistent with the content, objectives, and level of the course as approved by the program faculty.
- g. Alignment between the faculty member's teaching and learning philosophies with that of the O&P program.
- h. Consistent and active participation in faculty affairs responsibilities, such as holding office hours, student advisement, faculty meetings, and other program tasks necessary for successful curriculum implementation.
- i. Active involvement in evidence-based outcome measures utilization and assessment as it relates to clinical practice of O&P.
- j. Satisfactory or better results of peer reviews/observations.
- k. Perceived Teaching Effectiveness (PTE) responses: Satisfactory teaching evaluations may be an aggregate of 55% in the two positive categories, Strongly Agree or Agree, across all courses; however, evidence of effectiveness is not judged solely on this number, and in particular the ratings may be lower if there is other evidence of effectiveness in or out of the classroom context. Reviewers will also consider whether the response rate for teaching evaluations is sufficient to make an informed judgment

SCHOLARSHIP AND CREATIVE ACTIVITY

For the granting of tenure, a faculty member will be required to meet Departmental expectations of having completed at least three (3) peer-reviewed publications in scientific journals related to either discovery, teaching, or application, AND at least three (3) refereed presentations (podium, panel, or poster) at local, state, national and/or international conferences.

The publication of one scholarly book that has undergone editorial and/or peer review or one textbook by a recognized and reputable source will be counted as having equal weight as two articles in a scientific journal. The publication of two scholarly book chapters or monographs that have undergone editorial and/or peer review may be considered as having equal weight as one

article in a scientific journal. The publication of a clinical assessment tool with a user manual or an intervention program protocol manual that is widely utilized in O&P practice may substitute for one peer-reviewed scholarly publication. A funded or accepted research grant may substitute for one peer-reviewed scholarly publication with written mutual agreement between the faculty member and the department chair.

SERVICE

For the granting of tenure, the faculty member must demonstrate a consistent record of active participation in the area of service. A faculty member must have participated in a minimum of ten (10) service activities throughout the probationary period with a minimum of five (5) of these activities occurring within the Department level and at least three (3) service activities must take place at the College or University level.

The faculty must provide a thorough description of the contributions made as a participant in each service activity cited. Participation is considered satisfactory when there is evidence that active involvement in the service areas was substantive, ongoing, and consistent.

STANDARDS FOR PROMOTION TO AN ASSOCIATE PROFESSOR

INTRODUCTION

A well-balanced portfolio in the three areas of teaching, scholarship, and service is expected in the evaluation of O&P faculty's dossier for promotion. In the professional programs at CSUDH, faculty who have been successfully promoted to associate professor have demonstrated satisfactory accomplishments in the three categories.

TEACHING

For the granting of promotion to associate professor, a faculty member should meet the following Departmental expectations:

- a. Active participation in program curriculum development.
- b. Active participation in program accreditation.
- c. Implementation of educational technology.
- d. Pedagogical innovation and inquiry.
- e. All course syllabi display the required elements as stated in the University Curriculum Guide.
- f. Course activities and assessment measures of student learning outcomes are clear and consistent with the content, objectives, and level of the course as approved by the program faculty.
- g. Alignment between the faculty member's teaching and learning philosophies with that of the O&P program.
- h. Consistent and active participation in faculty affairs responsibilities, such as holding office hours, student advisement, faculty meetings, and other program tasks necessary for successful curriculum implementation.
- i. Active involvement in evidence-based outcome measures utilization and assessment as it relates to clinical practice of O&P.
- j. Satisfactory or better results of peer reviews/observations.
- k. Perceived Teaching Effectiveness (PTE) responses: Satisfactory teaching evaluations may be an aggregate of 55% in the two positive categories, Strongly Agree or Agree, across all courses; however, evidence of effectiveness is not judged solely on this number, and in particular the ratings may be lower if there is other evidence of effectiveness in or out of the classroom context. Reviewers will also consider whether the response rate for teaching evaluations is sufficient to make an informed judgment.

SCHOLARSHIP AND CREATIVE ACTIVITY

For the granting of promotion to associate professor, a faculty member will be required to meet Departmental expectations of having completed at least three (3) peer-reviewed publications in scientific journals related to either discovery, teaching, or application, AND at least three (3) refereed presentations (podium, panel, or poster) at local, state, national and/or international conferences.

The publication of one scholarly book that has undergone editorial and/or peer review or one textbook by a recognized and reputable source will be counted as having equal weight as two articles in a scientific journal. The publication of two scholarly book chapters or monographs that

have undergone editorial and/or peer review may be considered as having equal weight as one article in a scientific journal. The publication of a clinical assessment tool with a user manual or an intervention program protocol manual that is widely utilized in O&P practice may substitute for one peer-reviewed scholarly publication. A funded or accepted research grant may substitute for one peer-reviewed scholarly publication with written mutual agreement between the faculty member and the department chair.

SERVICE

For the granting of promotion to associate professor, the faculty member must demonstrate a consistent record of active participation in the area of service. A faculty member must have participated in a minimum of eight (8) service activities throughout the probationary period with a minimum of four (4) of these activities occurring within the Department level and at least two (2) service activities must take place at the College or University level.

The faculty must provide a thorough description of the contributions made as a participant in each service activity cited. Participation is considered satisfactory when there is evidence that active involvement in the service areas was substantive, ongoing, and consistent.

STANDARDS FOR PROMOTION TO A FULL PROFESSOR

INTRODUCTION

A well-balanced portfolio in the three areas of teaching, scholarship, and service is expected in the evaluation of O&P faculty's dossier for promotion. In the professional programs at CSUDH, faculty who have been successfully promoted to full professor have demonstrated satisfactory accomplishments in the three categories.

TEACHING

For the granting of promotion to full professor, a faculty member should meet the following Departmental expectations:

- a. Active participation in program curriculum development.
- b. Active participation in program accreditation.
- c. Implementation of educational technology.
- d. Pedagogical innovation and inquiry.
- e. All course syllabi display the required elements as stated in the University Curriculum Guide.
- f. Course activities and assessment measures of student learning outcomes are clear and consistent with the content, objectives, and level of the course as approved by the program faculty.
- g. Alignment between the faculty member's teaching and learning philosophies with that of the O&P program.
- h. Consistent and active participation in faculty affairs responsibilities, such as holding office hours, student advisement, faculty meetings, and other program tasks necessary for successful curriculum implementation.
- i. Active involvement in evidence-based outcome measures utilization and assessment as it relates to clinical practice of O&P.
- j. Satisfactory or better results of peer reviews/observations.
- k. Perceived Teaching Effectiveness (PTE) responses: Satisfactory teaching evaluations may be an aggregate of 55% in the two positive categories, Strongly Agree or Agree, across all courses; however, evidence of effectiveness is not judged solely on this number, and in particular the ratings may be lower if there is other evidence of effectiveness in or out of the classroom context. Reviewers will also consider whether the response rate for teaching evaluations is sufficient to make an informed judgment.

SCHOLARSHIP AND CREATIVE ACTIVITY

For the granting of promotion to full professor, a faculty member will be required to meet Departmental expectations of being funded or accepted for at least one (1) competitive, large sum research grant (over \$40,000) related to O&P, by an external source which the O&P faculty is either the principal or co-principal investigator, completed at least four (4) peer-reviewed publications in scientific journals related to either discovery, teaching, or application, and at least four (4) refereed presentations (podium or panel) at local, state, national and/or (podium, panel, or poster) at an international conference.

The publication of one scholarly book that has undergone editorial and/or peer review or one textbook by a recognized and reputable source will be counted as having equal weight as two articles in a scientific journal. The publication of two scholarly book chapters or monographs that have undergone editorial and/or peer review may be considered as having equal weight as one article in a scientific journal. The publication of a clinical assessment tool with a user manual or an intervention program protocol manual that is widely utilized in O&P practice may substitute for one peer-reviewed scholarly publication. A funded or accepted research grant may substitute for one peer-reviewed scholarly publication with written mutual agreement between the faculty member and the department chair. This grant cannot be utilized for a Scholarly Article substitution and also count as the one (1) large sum funded grant.

SERVICE

For the granting of promotion to the full professor, the faculty member must demonstrate a consistent record of active participation in the area of service. A faculty member must have participated in a minimum of ten (10) service activities throughout the probationary period with a minimum of five (5) of these activities occurring within the Department level and at least three (3) service activities must take place at the College or University level.

The faculty must provide a thorough description of the contributions made as a participant in each service activity cited. Participation is considered satisfactory when there is evidence that active involvement in the service areas was substantive, ongoing, and consistent.

STANDARDS FOR EARLY TENURE AND PROMOTION

INTRODUCTION

Early promotion is granted rarely and only for unusually meritorious performance as a faculty member at California State University, Dominguez Hills. Also, for instructional faculty, outstanding performance in teaching is a prerequisite for consideration for early promotion; nonteaching faculty members must demonstrate outstanding performance in their professional assignment. The demonstration of unusually meritorious performance requires substantial documentation which may not be possible based on a relatively short period spent at this institution. Evidence relating to professional performance at another institution, if submitted, will be given consideration; however, promotion is based primarily on evidence of merit demonstrated in performance at California State University, Dominguez Hills.

UNUSUALLY MERITORIOUS

A faculty member may request early tenure before the sixth year of credited service. A faculty member must be unusually meritorious in teaching and service, and meet the standard for tenure in the scholarship.

A candidate may apply for early promotion to associate professor during the probationary period. Such an application may be made alone or in conjunction with an application for early tenure. A faculty member must be unusually meritorious in teaching and must meet the standard for promotion to associate professor in scholarship and service.

Early promotion to full professor requires that the candidate demonstrate a strong record of achievement to compensate for the brief period spent as an associate professor. Early promotion to full professor requires that the faculty member meet the criteria for unusually meritorious in scholarship and service, and must meet the criteria for promotion to full professor in teaching.

TEACHING

Unusually meritorious teaching will be construed as successful teaching across the years considered, including classroom effectiveness and possibly activity beyond the classroom. Classroom effectiveness should include teaching evaluation ratings beyond the level required for normal tenure or promotion, satisfactory or better narrative evaluations, and evidence of satisfactory exam construction and course delivery. Any critique of teaching from the department RTP committee in any year under review must be fully addressed by the faculty member.

SCHOLARSHIP AND CREATIVE ACTIVITY

For unusually meritorious scholarship, a minimum of either: (a) 6 substantive peer-reviewed publications or (b) a combination of 6 items between publications and leading roles on externally funded projects is required with at least one large sum (over \$40,000) funded project.

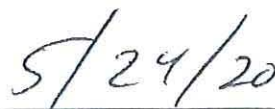
SERVICE

Unusually meritorious service is defined as service every year and at least two levels of service in the majority of years of employment with a record of substantial leadership on one level with additional participation at other levels.

Submit to the Office of Faculty Affairs & Development after the Dean has signed.



Department Chair or Equivalent



Date



Dean or Equivalent

5-31-2020

Date

Vice President, Student Affairs

Date



Provost/ Vice President, Academic Affairs



Date