

DEPARTMENT OF PUBLIC ADMINISTRATION REAPPOINTMENT,  
PROMOTION AND TENURE CRITERIA  
January 30, 2013

Definitions of Teaching, Scholarship and Service

**Teaching**

The category of teaching includes the following:

- Teaching in the curriculum
- Developing course materials and/or curriculum
- Creating/adapting educational technology applications
- Writing/securing/implementing education program
- Developing pedagogical innovations and inquiries (as differentiated from the scholarship of teaching and learning).

Additional items may be identified and considered as teaching activities. Such activities must have the prior approval of both the department and the faculty member.

The following are approved teaching activities indicators which will be evaluated:

1. Course syllabi that are updated and consistent with university established standards.
2. Course learning goals and objectives and student learning outcomes which are clearly stated, consistent with the content and level of the course, and approved by the faculty-at-large.
3. An established clearly defined and fair grading system.
4. Adherence to scheduled office hours for meeting with students and being available to students by appointment.
5. Positive assessments of teaching through peer evaluations based on classroom visitations.
6. A statement of formal educational philosophy which guides your teaching and enhances student learning.
7. Listing of courses taught during the review period, course syllabi, teaching materials,
8. Teaching strategies, exams and other evaluation strategies (e.g. term papers, journals, grading rubrics, etc.).
9. Evidence of holding classes as scheduled whether online, hybrid, or in a live classroom.
10. A discussion of Perceived Teaching Effectiveness (PTE) numerical and narrative data.
11. A demonstrated continuing commitment to improving and maintaining the quality of the teaching as indicated by workshops attended, memberships in professional organizations, type of research involvement, and letters from the chair.
12. Integration of course design principles into course materials for student-centered learning based on learning outcomes.
13. Activities which demonstrate direct student engagement in the learning process of the course.
14. Documentation of assessment based on student perception of the learning experience (PTEs), indirect measures (Student survey or feedback) and direct measure (embedded).

## **Scholarship**

Evidence of scholarship includes the following items:

1. Publication of peer-reviewed articles in refereed journals, or book chapters in an edited volume by a reputable and recognized publisher.
2. Publication by a reputable and known publisher of a book in Public Administration or Criminal Justice Administration.
3. Publication of a textbook or a chapter in a textbook by a reputable and recognized publisher.
4. Awarding of a grant of \$40,000 or above and completion of funded research projects.
5. Editor of a peer-reviewed journal, monograph, or volume.
6. Delivery of peer-reviewed presentations at scholarly national, regional, or local conferences and/or proceeding from a scholarly meeting.

Additional categories may be added based upon the prior mutual consent of the individual faculty member and the College of Business Administration and Public Policy.

## **Service**

It is expected that faculty is actively involved in service that contributes to the effective functioning of the university, community, and Public Administration disciplines.

Definition: For purposes of Reappointment, Tenure and Promotion, service is defined as follows:

1. University Service
  - a. Service on standing university committees such as the Academic Senate and/or related university level committees, including search committees
  - b. Service on College committees
  - c. Service on Public Administration department committees
  - d. Service or contribution to recognized student organizations
  - e. Contribution to program accreditation
  - f. Additional contributions, given area of expertise, to community organizations and/or partnerships to satisfy the accreditation requirements for professional development.
2. Activities defined as Community Service include the following:
  - a. Speaking engagements to professional organizations or associations. This may include public service, public lectures, expert testimony before government committees or courts of law, participation in public forums or media appearances and similar activities.  
This may include public service, public lectures, expert testimony before government committees or courts of law, participation in public forums or media appearances and similar activities
  - b. Consulting work for community groups related to the public administration disciplines represented in the curriculum and/or teaching, program development or curriculum innovations
3. Activities defined as Professional Service include the following:
  - a. Holding office in a professional organization or other formal relationship with a professional organization that enhances the development of professionals

- b. Serving as chair or director special events sponsored by an organization
- c. Serving as chair or member of a professional organization
- d. Speaking engagements for professional organizations
- e. Organizing scholarly meetings

### **Standards for Reappointment**

The faculty member must adhere to the Policy for Reappointment, Tenure and Promotion Procedures in which a Professional Plan must be developed in the first year of appointment that includes teaching, scholarship, and service. This plan and any subsequent revision is one of the bases for review throughout the probationary period. The faculty member should refer to the policy for details regarding the review process.

#### **Teaching**

A probationary faculty member must demonstrate satisfactory performance in all of the teaching activities specified in the Public Administration RTP definitions. In line with the past Perceived Teaching Effectiveness (PTE) ratings, the college expects that faculty have an average rating of 80 percent or higher in the strongly agree/agree categories (combined across all the items listed in the PTE form) provided that no items should be rated significantly below the average. Faculty should discuss other factors related to their teaching to help evaluators gain a comprehensive view of the faculty member's teaching performance.

Faculty shall provide an explanation for a rating below this average and a plan for improvement. Faculty shall demonstrate improvement throughout the probationary period and should achieve this standard by the final probationary year.

#### **Scholarship**

A probationary faculty member must demonstrate satisfactory progress toward the standards for tenure required for scholarship as described in the Public Administration RTP definitions. Specifically, a probationary faculty, in consultation with their department chair, shall have a plan and reasonable work in progress in order to reach the minimum expectation of three qualified, refereed journal articles or equivalent.

Demonstration of satisfactory progress must be evidence-based and provide reviewers of the SIF and WPAF with sufficient information and discussion of progress to make a valid assessment. This includes documentation and discussion of work in progress, particularly submissions of peer-reviewed work and plans for resubmission of unpublished work.

#### **Service**

A probationary faculty member must demonstrate satisfactory performance and progress in the area of service through consistent and progressive contributions to the department, school, and college/university throughout the probationary period. Demonstration of satisfactory progress must be evidence-based and provide reviewers of the SIF and WPAF with sufficient information and discussion of progress to make a valid assessment.

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

## **Standards for Tenure**

### **Teaching**

A faculty member must demonstrate a commitment to teaching excellence and successfully meet the following teaching requirements:

1. Statement of formal educational philosophy which guides the faculty's teaching and enhances student learning.
2. Listing of courses taught during the probationary period, course syllabi, teaching materials, teaching strategies, exams and other evaluation strategies (e.g. term papers, journals, grading rubrics, etc.). Evidence of teaching excellence will be demonstrated by the following items:
  - a. Course syllabi that are current and consistent with university established standards.
  - b. Course learning goals and objectives that are clearly stated, consistent with the content and level of the course, and approved by the faculty-at-large. Student learning outcomes should be clearly defined and included in course syllabi.
  - c. Demonstrated commitment to teaching, achieving and maintaining a high level of teaching performance.
  - d. Clearly defined and fair grading system.
  - e. A history of conducting classes at regularly scheduled times.
  - f. A history of adhering to scheduled office hours for meeting with students and being available to students by appointment.
  - g. Evidence of encouraging and expecting a high level of student performance in all classes.
  - h. Positive assessments of teaching through peer evaluations based on classroom visitations.
    1. Integration of course design principles into course materials for student-centered learning based on learning outcome.
  - J. Activities which demonstrate direct student engagement in the learning process of the course.
3. Discussion of Perceived Teaching Effectiveness (PTE) numerical and narrative data. Special attention should be given to insightful analyses of these materials, including in-depth analyses of the PTE ratings and comments, and evidence and evaluation of efforts made to attain and maintain teaching competency and experimental approaches designed to maximize student learning outcomes. Since the current return rate for the electronic PTEs is considerably lower than for the paper PTEs a careful look at the data in each case may be necessary.

In line with the past Perceived Teaching Effectiveness (PTE) ratings, the college expects that faculty have an average rating of 80 percent or higher in the strongly agree/agree categories (combined across all the items listed in the PTE form) provided that no items should be rated significantly below the average. Faculty shall demonstrate improvement throughout the probationary period and should achieve this

standard by the final probationary year.

4. Demonstration of a continued commitment to improving and maintaining the quality of the teaching as indicated by workshops attended, memberships in professional organizations, type of research involvement, and letters from the chair.

### **Scholarship**

The following is required for promotion to associate professor and tenure:

1. A minimum of three qualified, journal articles or equivalent over a six-year period is required for promotion to associate professor and granting of tenure. Two of these publications must be published in peer-reviewed, refereed journals and one can be a non-refereed practitioner journal. It is understood that publications may be sole or joint authorship. In the case of multiple authors, the faculty member must describe and provide evidence of his/her contribution, which must reflect a significant scholarly endeavor. The co-authored publication is to be fully counted as one publication. Candidates are encouraged to go beyond these minimum expectations to build a tenurable record. The "qualified" status of these articles will be assessed and determined by the RTP department committee and the department chair.

2. An additional item from the following list is required:

- Publication in a peer-reviewed journal;
- Publication in a trade journal;
- Research monograph;
- Scholarly book;
- Chapter in a scholarly book;
- Awarding of a grant of \$40,000 or above and completion of funded research projects.
- Editor of a peer-reviewed journal, monograph, or volume.
- Textbook or a chapter in a textbook;
- Delivery of peer-reviewed presentation at scholarly national, regional, or local conferences and /or proceeding from a scholarly meeting;
- Written cases with instructional material; or
- Instructional software.

Additional items may be identified and considered as scholarly activities. Such items must have the prior approval of both the department and the faculty member.

3. Publications may be "bunched" together and appear in the same year. Only work that is accepted, in press, or published (evidence must be provided) by the end of the probationary period will be given credit.

### **Service**

A faculty member must demonstrate a consistent record of active participation in the area of service throughout the probationary period. Yearly evidence of:

- Satisfactory participation as a departmental advisor.
- Mandatory attendance of departmental meetings and service on all department activities.

- Satisfactory participation in 10 service activities in five years including:
  - At least one department committee per year;
  - At least one college or university committees (third- fifth year).
  - Two years of professional or academic service at the local, regional, national, or international level.

These definitions and standards for reappointment and tenure are a clarification of the current RTP procedures by the AA Office after consultation with department of Public Administration and are subject to periodic review and approval by tenured faculty in the Public Administration department. The next periodic review is scheduled for fall 2015. Faculty can opt in to future RTP procedures.

**Credit towards Tenure**

Credit towards tenure is determined by the department and is based on the tenure track faculty member's experience prior to coming to CSUDH. A maximum of two years of prior teaching and service may be credited towards tenure at CSUDH. Number of publications will be prorated based on the years remaining before the tenure review. If an individual joins the faculty in the middle of the academic year, that year will not be counted towards tenure. This agreement will be explicitly stated in the letter of appointment.

NOTE: 1. Department becomes the unit for comparison purposes since some subjects are perceived to be more difficult to teach than others.

SIGNATURES:

<p><i>E. Kulikov</i> ----- Department Chair</p>	<p><i>1-30-2013</i> ----- Date</p>
<p><i>[Signature]</i> ----- Dean</p>	<p><i>1-30-13</i> ----- Date</p>
<p><i>[Signature]</i> ----- Provost and Vice President of Academic Affairs</p>	<p><i>1/30/13</i> ----- Date</p>