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College of Professional Studies
DIVISION OF HEALTH SCIENCES
DEFINITIONS AND STANDARDS
FOR REAPPOINTMENT, PROMOTION, AND
TENURE

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Faculty Affairs

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DEFINITIONS OF TEACHING, SCHOLARSHIP, AND SERVICE

INTRODUCTION

CSUDH is a comprehensive urban university with a primary mission of teaching. A faculty member who is tenured and/or promoted is a strong teacher who excels in the classroom and generates scholarship to advance knowledge as it applies to theory and application for the betterment of society. In addition, service to the university, community, and profession is viewed as an integral part of the faculty role and serves as an invaluable mechanism for sharing knowledge and advancing health science as a discipline within the academy and ensuring its viability in society. Therefore, faculty strives to embody an approach to teaching, scholarship and service that is diverse, holistic and adds to the knowledge-base of health science, the intellectual growth of the professions it encompasses, and the preparation of health professionals for service as practitioners and leaders in a diverse society and 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

A faculty member in the Division of Health Science is expected to demonstrate a commitment to teaching excellence through documentation in the Working Personnel Action File (WPAF) of having met 1) general requirements and 2) requirements specific to discipline expertise, pedagogy, and the art of teaching. Teaching is assessed based on satisfactory performance in each of the areas cited below and with attention to overall teaching performance and progress based on self-assessment, data analysis, and responsiveness to feedback from students and recommendations by previous RTP review committees.

Definition: Teaching is referred to herein as the scholarship of teaching which 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 health science disciplines. 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 (based on Hutchings and Schulman, 1999).

The category of teaching includes the following:

- teaching in the curriculum
- developing course materials
- developing curriculum
- participating in program accreditation
- creating/adapting educational technology applications
- writing/securing/implementing education program grants
- 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 faculty member and the Division of Health Sciences.

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

1. Course syllabi that are consistent with university established standards.
2. Course learning goals and objectives and student learning outcomes are clearly stated, consistent with the content and level of the course, and approved by the faculty-at-large.
3. A demonstrated commitment to teaching and achieving and maintaining a high level of teaching performance.
4. An established clearly defined and fair grading system.
5. Classes held at regularly scheduled times.
6. Adherence to reasonably scheduled office hours for meeting with students and being available to students by appointment.
7. Facilitation of a high level of student performance in all classes.
8. Active participation in faculty meetings and events.
9. Positive assessments of teaching through peer evaluations based on classroom visitations.
10. A statement of formal educational philosophy which guides your teaching and enhances student learning.
11. Listing of courses taught during the review period, course syllabi, teaching materials, teaching strategies, exams and other evaluation strategies (e.g. term papers, journals, grading rubrics, etc.),
12. A demonstrated commitment to student advising.
13. A discussion of Perceived Teaching Effectiveness (PTE) numerical and narrative data.
14. A demonstrated continuing commitment to improving and maintaining the quality of teaching as indicated by workshops attended, memberships in professional organizations, type of research involvement, and letters from the Chair.

SCHOLARSHIP

The Division of Health Science faculty subscribes to the four categories of scholarship as defined by Boyer (1990, 1997) and discussed by Glassick (2007) and Hutchings (2011) for evaluating faculty for retention, tenure and promotion (RTP). In all categories of scholarship, there is the expectation that faculty scholarship will benefit society by adding to the body of knowledge within the health science disciplines and the intellectual environment of the CSUDH academic community. It is expected that throughout the RTP process faculty will demonstrate ongoing progress toward fulfilling the standards for scholarship as defined below.

Definition: A summary of Boyer's definition of scholarship is provided as a guide to faculty in the pursuit of scholarship for purposes of retention, tenure, and promotion.

1. Discovery

- a. Refers to the development of new knowledge and theories.
- b. Encompasses those scholarly activities that extend human knowledge through the discovery or collection of new information, such as original basic disciplinary research.

2. Application or Engagement

- a. Encompasses scholarly activities that seek to relate the knowledge in one's field to the affairs of society, drawing upon existing knowledge for the purpose of crafting solutions to problems that affect people and/or the planet.
- b. Takes already existing theories and applies them to a problem within the field to extend disciplinary knowledge.

3. Integration

- a. Encompasses scholarly activities that are primarily interdisciplinary or interpretive in nature. It involves synthesis of information across disciplines, across topics within a discipline, or across time. In sum, it synthesizes, interprets, and connects the findings in a way that brings new meaning to those facts.
- b. Focuses on making connections across disciplines. One interprets one's own research so that it is useful beyond one's own disciplinary boundaries and can be integrated into a larger body of knowledge.
- c. Includes research that is interdisciplinary where theories generally used in one discipline are applied to objects of study that are typically part of an entirely different field.

4. Teaching and Learning

- a. Encompasses scholarly activities that are directly related to pedagogy. Specifically, it is the systematic study of teaching and learning processes through the discovery of what and how students learn.
- b. Focuses on research that centers on pedagogical issues within the discipline. Such scholarship seeks to improve the learning process as it relates to teaching methodology or learning outcomes, learning theory development, and the development and/or testing of educational models.

Evidence of scholarship includes the following items:

1. Publication by a reputable and known publisher of a book in Health Sciences.
2. Publication of peer-reviewed articles in refereed journals, or book chapters in an edited scientific volume.
3. Award and completion of funded research projects.
4. Editor of a peer-reviewed scientific journal, monograph, or volume.
5. Leading of workshops or short courses of instruction based on original research for other professional health scientists. Leading of seminars or sessions based on original research at scientific meetings.
6. Delivery of prepared peer-reviewed presentations at scholarly national, regional, or local conferences at which referenced abstracts are published.
7. Acquisition of funded competitive grants.
8. Publication of a peer review of textbooks or journal articles.

Additional categories may be added based upon the prior mutual consent of the individual faculty member and the Division of Health Science.

SERVICE

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

Definition: For purposes of retention, 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 Division of Health Science committees
- d. Service or contribution to recognized student organizations.

2. Activities defined as Community Service include the following:

- a. Speaking engagements in the field of Health Sciences
- b. Consulting work in the areas of teaching, program development or curriculum innovations for

- community groups related to the health science disciplines
- c. Offices or membership held in community organizations
- d. Volunteer work in the community related to the health science disciplines

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 committee
- d. Speaking engagements for professional organizations
- e. Organizing scholarly meetings
- f. Contributions as a manuscript reviewer, editor or editorial board member of peer-reviewed journals related to the body of knowledge in health science disciplines, including but not limited to research and clinical or specialty journals.

References

Boyer, E. L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. Princeton: The Carnegie Foundation for the Advancement of Teaching.

Boyer, E. L. (1997). *Scholarship reconsidered: Priorities of the professoriate*. San Francisco: Jossey-Bass.

Glassick, C.D. (1997). Boyer's Expanded Definitions of Scholarship, the Standards for Assessing Scholarship, and Elusiveness of the Scholarship of Teaching. *Academic Medicine*, 75(9): 877-880.

Hutchings, P., Huber, M.T., Cissone, A. (2011). *The scholarship of teaching and learning reconsidered: Institutional integration and impact*. San Francisco: Jossey-Bass.

Hutchings., P., Shulman, L.S. (1999). *The Scholarship of Teaching: New Elaborations, New Developments*. *Change*, September/October: 10-15.

STANDARDS FOR REAPPOINTMENT

TEACHING

The faculty member must adhere to the Policy for Reappointment, Tenure and Promotion Procedures which states that a written Professional Plan must be developed in the first year of appointment that includes teaching, scholarship, and service. This plan and any subsequent revisions 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.

A probationary faculty member must demonstrate satisfactory performance in all of the teaching activities specified in the Division of Health Sciences RTP definitions. Demonstration of satisfactory progress must be evidence-based and provide reviewers of the Supplemental Information File (SIF) and WPAF with sufficient information and discussion of progress and corrective action, if needed, to make a valid assessment.

Additionally, Perceived Teaching Effectiveness responses must have an average rating of 80% or better in the strongly agree/agree categories (combined) for each item related to the teaching role. Faculty with ratings below this standard must demonstrate consistent improvement throughout the probationary period and achieve the standard by the final probationary year. The following PTE related items are included in this standard:

1. Demonstrates an ability to communicate the subject matter to students.
2. States clearly what is expected of students.
3. Covers the stated purposes of the course through the course content.
4. Administers tests that are related to the course content.
5. Responds to students' questions.
6. Receives an overall rating of being an effective teacher.

SCHOLARSHIP

The faculty member must adhere to the Policy for Reappointment, Tenure and Promotion Procedures which states that a written 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.

A probationary faculty member must demonstrate satisfactory progress toward the standards for tenure required for scholarship as described in the Division of Health Sciences RTP definitions. 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

The faculty member must adhere to the Policy for Reappointment, Tenure and Promotion Procedures which states that a written Professional Plan must be developed in the first year of appointment that includes teaching, scholarship, and service. This plan and any subsequent revisions is one of the bases for review throughout the probationary period. The plan will identify sufficient levels of activity which will ensure that the faculty member accomplishes the level of service activity required for tenure. The faculty

member should refer to the policy for details regarding the review process.

A probationary faculty member must demonstrate satisfactory performance and progress in the area of service through consistent and progressive contributions to the division, 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 consistent with university established standards.
 - b. Course learning goals and objectives and student learning objectives that are clearly stated, consistent with the content and level of the course, and approved by the faculty-at-large.
 - c. Demonstrated commitment to teaching and achieving and maintaining a high level of teaching performance.
 - d. Clearly defined and fair grading system.
 - e. A history of conducting classes whether online, hybrid, or in a live classroom 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.
3. Demonstration of a commitment to student advising.
4. 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.

Satisfactory teaching effectiveness on PTEs is defined as having an average rating of 80% or better in the strongly agree/agree categories (combined) for each item related to the teaching role. Faculty with ratings below this standard must demonstrate consistent improvement throughout the probationary period and achieve the standard by the final probationary year.

The following PTE related items are included in this standard:

1. Demonstrates an ability to communicate the subject matter to students.
 2. States clearly what is expected of students.
 3. Covers the stated purposes of the course through the course content.
 4. Administers tests that are related to the course content.
 5. Responds to students' questions.
 6. Receives an overall rating of being an effective teacher.
5. 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

1. A minimum of four peer-reviewed scholarly publications that focus on research that advances the body of knowledge in health science as defined by Boyer's four types of scholarship are required for tenure. Publications must be peer-reviewed and published by a recognized press. 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 following substitutions can be made upon the written mutual agreement between the faculty member and the division chair:

- a. The publication of a scholarly book that has undergone editorial and/or peer review may be substituted for two peer-reviewed scholarly publications (refer to item 1 above).
 - b. The publication of a scholarly book chapter or monograph that has undergone editorial and/or peer review may be substituted for one peer-reviewed scholarly publication (refer to item 1 above).
 - c. A maximum of one funded or "agency approved", competitive, research grant of over \$40,000 by an external source in which faculty is either the principal investigator or co-principal investigator may be substituted for one publication (refer to item 1 above).
2. A minimum of four peer-reviewed presentations (podium, panel, or poster) at local, national, or international health science discipline-related conferences are required for tenure.
 3. Plus one of the following items is required for tenure:
 - a. An additional publication in one of the areas listed under item 1 above.
 - b. A scholarly document resulting from a community partnership that relates the health sciences to the affairs of society by drawing upon existing knowledge for the purpose of developing solutions to problems that affect people and/or the planet.

Note: Only work that is accepted, in press, or published will be given credit for tenure and promotion.

SERVICE

A faculty member must demonstrate a consistent record of active participation in each of the three areas of service throughout the probationary period. For service to be considered satisfactory, faculty must participate in a minimum of 10 service activities throughout the probationary period with at least half of these at the division, school, and college/university levels. 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 of ongoing active involvement in the service area.

STANDARDS FOR PROMOTION
INTRODUCTION
TEACHING
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SERVICE

Pamela C. Knoch

 Division Chair

May 24, 2016

 Date

[Signature]

 Dean

5/24/16

 Date

[Signature]

 Provost and Vice President of Academic Affairs

5/25/16

 Date