

GRADUATE EDUCATION
SCHOOL OF EDUCATION
DEFINITIONS AND STANDARDS
FOR REAPPOINTMENT, PROMOTION, AND TENURE

May 15, 2012

DEFINITIONS OF TEACHING, SCHOLARSHIP, AND SERVICE

PREAMBLE

The following guidelines are meant to suggest to the candidates for retention, tenure and promotion (RTP) in the Division of Graduate Education in the School of Education appropriate activities and procedures that would allow a qualitative presentation of their achievements for the consideration of the Division and College personnel committees and the Division Chairs.

The guidelines should also suggest to all levels of review making recommendations in the RTP process activities appropriate to consider in their deliberations and definitions of levels of achievement. It must be understood by the candidates that the central mission of the Division of Graduate Education is teaching, the facilitation of student learning and achievement, and the highest priority in any deliberation will be the evidence of effective teaching performance. All terms, activities, and levels must be seen as guides and interpreted in the broadest sense. Although numerical guidelines are given, qualitative considerations should be given highest priority.

A thorough understanding of the University RTP Guidelines provided by Academic Affairs Personnel Services required, and therefore, cross-referenced in italics when applicable. In addition, candidates for reappointment, tenure and promotion are encouraged to consider the following:

Personnel Consideration Period. This is the period that includes all years accrued towards tenure and/or all years accrued towards promotion either assistant to associate or associate to full professor.

Service Credit Towards Tenure. The evidence of accomplishments made after the date the candidate begins service at CSU Dominguez Hills is the only evidence that may be presented in the personnel file, except in the case where the candidate has received service credit towards tenure. In those cases, consideration should be given to the most recent years subsequent to employment at Dominguez Hills.

Unusually Meritorious. Application for early promotion or tenure is discouraged unless the candidate fulfills clearly the requirements of "Unusually Meritorious," which is consistent performance at a level of outstanding in Teaching and one other area, either Scholarly and Creative Achievement, or Contribution to the University and the Community, and consistent performance at a level of satisfactory or above in the third area over the personnel consideration period.

TEACHING

1. Evidence of Teaching Performance

1.1 Teaching Performance - Must include both sources of evidence under Required Evidence and one additional source under Optional Evidence.

Required Evidence

1.1.1 Summary and thoughtful, coherent, and reflective analysis of student evaluations (Likert items and student written comments) as measured by Perceived Teaching Effectiveness (PTE) surveys (i.e.

rating on the items related to instructor's teaching effectiveness and/or mean ratings of all items). (University RTP Guidelines 1.3)

- 1.1.2 Representative sample of course materials (including course outlines, syllabi, statements of goals and objectives, requirements, lists of texts and other materials, sample assignments, copies of examinations). These must be submitted for those classes, whether hybrid, online or in a live classroom, in which the PTE evaluations are automatically included in the RTP file, so that the materials can be evaluated at the department level for appropriateness of level and coverage, currency, and helpfulness to students. (University RTP Guidelines 1.1)
- 1.1.3 Evidence of alignment of student learning outcomes to activities and corresponding assessment, and analysis of student achievement. (University RTP Guidelines 1.4)

Optional Evidence

- 1.1.4 Peer review. Faculty members may wish to have tenured faculty conduct peer observations of the candidate's classes as additional evidence for the RTP process. Faculty observers should address components of RTP categories (as applicable) in the letter they submit to the candidate's RTP file. Peer observers are to be appointed by the department Chair with the Dean's approval.
- 1.1.5 Improvement and/or development of courses and programs. (University RTP Guidelines 1.2)
- 1.1.6 Innovation in content, structure, and methods of courses (e.g., use of technology, new knowledge bases). (University RTP Guidelines 1.2)

1.2 Related Teaching Activities

- 1.2.1 Evidence of currency in the field including attendance at conferences, workshops, seminars and lectures; clinical experiences; participation in school classrooms. (University RTP Guidelines 1.4)
- 1.2.2 Preparation of collaborative courses and/or programs. (University RTP Guidelines 1.4)
- 1.2.3 Evidence of alignment of student learning outcomes to activities and corresponding assessment, and analysis of student achievement. (University RTP Guidelines 1.4)

SCHOLARSHIP

2 Evidence of Scholarship or Creative Activity

2.1 Publications

- 2.1.1 Books (published by a recognized and reputable source) that can influence educational theory, policy, practices, and/or procedures.
- 2.1.2 Chapters in scholarly books or textbooks (published by a recognized and reputable source) that can influence educational theory, policy, practices and/or procedures. (University RTP Guidelines 2.1)
- 2.1.3 Articles in refereed or other professionally recognized journals. (University RTP Guidelines 2.2)
- 2.1.4 Other influential publications and reports (e.g., monographs, conference proceedings, magazine articles, newspaper articles, computer software, supplementary, classroom materials, progress/annual reports for external agencies, videotapes/DVDs, tests, book reviews and training manuals).

Certain types of locally published and distributed material written by the candidate should be listed under the area of Teaching Performance or Contributions to the University, rather than Scholarly and Creative Achievements. Examples are: books which are self-published or published by a vanity publisher for local distribution or for use in the candidate's classes; items written for local newsletters; letters to the editor; committee reports; handouts prepared for classes, grant proposals. If such material is having an impact beyond the immediate environment, it is up to the candidate to justify why these activities constitute scholarly and creative achievements.

2.2 Presentations to Scholarly and Professional Audiences

2.2.1 Invited keynote addresses from recognized professional organizations.

2.2.2 Presentations from call for papers for professional organizations. (University RTP Guidelines 2.4)

2.2.3 Symposium and panel coordination, presentation, or discussant; training sessions or workshops for professional organizations. (University RTP Guidelines 2.5)

2.2.4 Presentations to other educational groups. (University RTP Guidelines 2.7)

2.3 Other Professional Achievements.

2.3.1 Making a significant contribution to externally funded, competitive grants that are for a minimum of \$50,000.

2.3.2 Review Panel and Editorial Board for professional organizations.

2.3.3 Professional Consultant Activities (e.g., expert testimony, advisory committees, public and private schools, private industry, publishing companies). Significant consulting, provided that the quality and originality of these activities is attested by recognized experts in the field or by equivalent evidence (Presidential Memorandum 80-06 – March 30, 1980).

2.3.4 Honors, Special Awards, Scholarships and Fellowships. (University RTP Guidelines 2.8)

SERVICE

The area of service to the University is necessary for reappointment, tenure and promotion. The level of activity on a committee, time committed, and influence should be considered more important than the number. However, a minimum level of service (as identified in the Standards for Tenure section) is required. Balanced participation is urged at all levels of committee work. It is up to candidate to explain and document her or his level of commitment and extent of participation. With the promotion from Associate to Full Professor, there is an expectation of a higher level and intensity of service.

3.1 Service to the University

3.1.1 Serve as member of the A CSU system-wide, University, college, or division/program standing or ad-hoc committee. (University RTP Guidelines 3.1)

3.1.2 Chair of committee.

3.1.3 Student advisement: accessibility to students, knowledgeable about programs and policies. (University RTP Guidelines 3.2 and 3.4).

- 3.1.4 Faculty sponsor or advisor for student club or organization. (University RTP Guidelines 3.3)
- 3.1.5 Administrative responsibilities (i.e., coordination of a program or concentration, coordination of a one time project).
- 3.1.6 Preparation of accreditation and/or program approval documents (primary responsibility or a high level of involvement).
- 3.2 Service to Professional Communities and Organizations
 - 3.2.1 Represent the University on professional committees and commissions, services on accreditation agencies.
 - 3.2.2 Service on committees for public schools, colleges, or universities; philanthropic organizations and non-profit organizations. (University RTP Guidelines 3.5)
 - 3.2.3. Professional Organizations: Offices held; committees, meetings attended; conferences organized. (University RTP Guidelines 2.6)

STANDARDS FOR REAPPOINTMENT

TEACHING

The probationary 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.

For all required PTEs that are submitted, average ratings on all Likert items must be 80% (or above) positive (i.e. Strongly Agree or Agree), and no pattern of consistent inadequacies (i.e., Disagree or Strongly Disagree) exist. Faculty with ratings below this standard must demonstrate consistent improvement throughout the probationary period and achieve the standard by the final probationary year.

The probationary faculty member must demonstrate on-going satisfactory performance in all of the required categories of teaching activities specified in the Department of Graduate Education RTP definitions (Categories 1.1.1 through 1.1.6). Demonstration of satisfactory progress must include a representative sample of course materials and be evidence-based. Such material must provide reviewers of the SIF and WPAF with sufficient information and discussion of progress and corrective action, if needed, to make a valid assessment. Additionally, the probationary faculty member must submit evidence of satisfactory performance in one category of activity in 1.2 – Related Teaching Activities.

SCHOLARSHIP

In all cases the quality and influence of the scholarly and creative endeavor should be considered more important than the number. However, a minimum number of publications or equivalents (as identified in the Standards for Tenure Section) are required. It is up to the candidate to explain the importance of the scholarly and creative endeavor and their contribution. While collaborative writing of publications is encouraged in the field of education, the candidate is urged to also have publications on which he or she has sole or first authorship.

The probationary 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 Department of Graduate Education's 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.

Note: Activity for completion of a terminal degree (as defined by the appointment letter) shall not be counted under the criterion of scholarship for RTP purposes. It shall only be considered in fulfillment of obligation for pre-tenure review. Scholarship that utilizes terminal degree material (e.g., dissertation chapters) beyond the satisfaction of degree requirements shall be deemed acceptable for RTP purposes. (Presidential Memorandum 85-11 – October 10, 1985).

SERVICE

The probationary 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.

A probationary faculty member is required to do the following:

- 1) Serve on an average of one committee at the College or University level and one committee at the Division/Program/School level each year.
- 2) Provide evidence of satisfactorily engaging in student advisement (category 3.1.3)
- 3) Provide evidence of satisfactory activity in administrative responsibilities (Category 3.1.5), preparation of accreditation and/or program approval documents (Category 3.1.6), professional committee or commissions (Category 3.2.1), or community service (Category 3.2.2).

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. 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. For all PTEs from submitted courses (based on a minimum of two courses each academic year), average ratings on all Likert items on the student evaluation form (PTEs) are 80% (or above) positive (i.e. Strongly Agree or Agree), and no pattern of consistent inadequacies (i.e., Disagree or Strongly Disagree) exist.
3. The probationary faculty member must demonstrate an overall satisfactory performance in all of the required categories of teaching activities specified in the Department of Graduate Education RTP definitions (Categories 1.1.1 through 1.1.6). Demonstration of satisfactory progress must include a representative sample of course materials and be evidence-based. Such material must provide reviewers of the SIF and WPAF with sufficient information and discussion of progress and corrective action, if needed, to make a valid assessment.
4. Demonstration of a continued commitment to improving and maintaining the quality of the teaching as indicated by evidence of one category of activity in 1.2 – Related Teaching Activities per year.

SCHOLARSHIP

The minimum standards for tenure include:

- 1) Four publications with the majority from categories 2.1.2 and 2.1.3 within the six year probationary period
or
one book and one peer refereed publication (category 2.1.1) within the probationary period; and
- 2) An average of one presentation at a professional conference (Category 2.2.2) per academic year; and
- 3) One other presentation a year (Categories 2.2.1, 2.2.2, 2.2.3, or 2.2.4) or an activity in Other Professional Achievement (category 2.3)

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 demonstrate the following:

- 1) Serve on a minimum of 12 university related committees. Approximately half of the committee service is to be at the College or University level and the other half of committee service at the Division/Program/School level each year.
- 2) Provide evidence of satisfactorily engaging in student advisement (category 3.1.3) on a yearly basis.
- 3) Provide evidence of annual satisfactory activity in administrative responsibilities (Category 3.1.5), preparation of accreditation and/or program approval documents (Category 3.1.6),

professional committee or commissions (Category 3.2.1), or community service (Category 3.2.2).
 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	
SCHOLARSHIP	
SERVICE	

Keena Hurtado
 Department Chair

5/15/2012
 Date

Prupam Jhi
 Dean

5-15-12
 Date

M. M. Alha
 Provost and Vice President of Academic Affairs

May 18, 2012
 Date