

The College of Professional Studies  
Division of Kinesiology and Recreation  
DEFINITIONS AND STANDARDS  
FOR REAPPOINTMENT, TENURE, AND PROMOTION

April 22, 2013

**DEFINITIONS OF TEACHING, SCHOLARSHIP, AND SERVICE**

**INTRODUCTION**

California State University Dominguez Hills is a comprehensive urban university with a primary mission of teaching. The 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 Kinesiology and Recreation as a discipline within the academy and ensuring its viability in society. Therefore, the faculty strives to embody an approach to teaching, scholarship and service that is diverse, holistic and adds to the knowledge-base of Kinesiology and Recreation, the intellectual growth of the professions it encompasses, and the preparation of Kinesiology and Recreation 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**

The faculty member in the Division of Kinesiology and Recreation 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 in 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 practice of teaching in the Kinesiology and Recreation 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).

Teaching Activities and Evidence of Teaching include:

- A. Statement of educational philosophy related to teaching and learning such as: Identifying the basis, source, or rationale for your philosophy; discussing the view of the role of the instructor and the role of the learner, and methods of teaching: explaining the method used to select course content; identifying the role of assessment in the teaching and learning process (Cycle I and Cycle VI Tenure-Track Working Personnel Action Files (WPAF) Guidelines).
- B. Updated course syllabi for all classes annually with the elements/sections required by campus policy.
- C. Course learning goals and objectives and student learning outcomes that are clearly stated, consistent with the content and level of the course, and approved by the faculty-at-large.
- D. Production of teaching and instructional materials (e.g., exams, study guides, lectures, and handouts, written assignments and new course proposals).
- E. Using educational technology in teaching (e.g., Pedometers, Heart Rate Monitors, Blackboard, and PowerPoint).

- F. Use the campus Learning Management System, to post minimally the syllabus, grades and communicate with students.
- G. All results with analysis of student evaluations of Perceived Teaching Effectiveness (PTEs). This includes an analysis of PTE quantitative ratings and student comments [Cycle I and Cycle VI Tenure-Track Working Personnel Action Files (WPAF) Guidelines].
- H. Consistent demonstration of meeting required office hours.
- I. Results of annual peer evaluation of classroom teaching.
- J. Documents of efforts to attain, maintain, and develop levels of teaching, competency, e.g., CEU certificates, transcripts, conference attendance.

### **SCHOLARSHIP**

The Division of Kinesiology and Recreation 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 Kinesiology and Recreation disciplines and the intellectual environment of the CSUDH academic community. It is expected that throughout the RTP process faculty must 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. The researcher interprets his/her own research so that it is useful beyond his/her 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 education models.

Evidence of Scholarship includes the following:

1. Peer reviewed first authored and co-authored publications which advance the Kinesiology and Recreation profession in refereed journals that meet standards in their field for Scholarship of Discovery, Teaching, and Application.
2. Sole authorship or co-authorship of scholarly books, textbooks, book chapters, critical reviews and monographs from a recognized and reputable publisher.
3. Refereed presentations (either podium or poster) at conferences.
4. Funded or “agency approved” grant proposals which involve competitive external funding.

### **SERVICE**

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

For purposes of reappointment, tenure, and promotion, service is defined as follows:

1. Consistent demonstration of academic advising of majors.
2. Activities defined as University Service representing the University and the Division of Kinesiology and Recreation include the following areas:
  - a. Service on standing or sanctioned ad hoc University committees.
  - b. Service on College committees.
  - c. Service on Division of Kinesiology and Recreation committees.
  - d. Service as Division of Kinesiology and Recreation club advisor.
3. Activities defined as Professional Service representing the University and the Division of Kinesiology and Recreation include the following areas:
  - a. Holding office in a professional organization.
  - b. Serving as chair or director of special events sponsored by a related professional 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 our fields.
  - g. Leadership positions in professional international, national, regional, district, or local organizations by holding office, chairing committees, or serving on committees.
  - h. Participating in community-based service.
  - i. Participating in conferences, workshops, symposia, meetings etc. by presenting research, serving on panels, or chairing sessions.
  - j. Serving in a leadership position with in the Division, program or option as Division Chair or Coordinator of a program or option.
  - k. Organizing professional conferences, workshops, symposia, meetings, etc. at the international, national, regional, district, or local levels.
  - l. Consulting for community groups related to the discipline represented in the curriculum and/or teaching, program development or curriculum innovations.
  - m. Writing accreditation documents.
  - n. Receiving awards, commissions, commendations, recognition, or honors.
  - o. Other evidence of outstanding service as accepted by the division consensus.

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 in the Division of Kinesiology and Recreation must adhere to the existing Policy for Tenure, Promotion and Reappointment procedures as required by CSUDH. The faculty member should refer to the policy established by CSUDH for details regarding the review process.

The Division of Kinesiology and Recreation probationary faculty member must demonstrate satisfactory progress toward the standards for tenure required for teaching as specified in the Division of Kinesiology and Recreation RTP definitions. Satisfactory performance in teaching is met by completing the Teaching Activities and Evidence of Teaching as listed in items A-J. Demonstration of satisfactory progress must be evidence-based and provide reviewers of the RTP file with sufficient information and discussion of progress and corrective action, if needed, to make a valid assessment.

The submission and analysis of PTEs is a critical component of evaluating teaching performance. Evidence of satisfactory teaching effectiveness on the PTEs is defined as having an average of 80% or better in the Strongly Agree/Agree categories (combined for each item on the PTEs related to the teaching role). Any faculty falling below this standard must show consistent improvement during the probationary period and must meet the standard by the final probationary year. Responses on the PTEs will be considered in the context of response rates.

### SCHOLARSHIP

The faculty in the Division of Kinesiology and Recreation must adhere to the existing Policy for Tenure, Promotion and Reappointment procedures as required by CSUDH. The faculty member should refer to the policy established by CSUDH for details regarding the review process.

The Division of Kinesiology and Recreation probationary faculty member must demonstrate satisfactory progress toward the standards for tenure required for scholarship specified in the Division of Kinesiology and Recreation RTP definitions. Satisfactory performance in scholarship is met by publishing one peer reviewed publication as described in #1 (Evidence of Scholarship) and one other area from #2, #3, or #4 each probationary year. Demonstration of satisfactory progress must be evidence-based and provide reviewers of the RTP file with sufficient information and discussion of progress and corrective action, if needed, to make a valid assessment.

### SERVICE

The faculty in the Division of Kinesiology and Recreation must adhere to the existing Policy for Tenure, Promotion and Reappointment procedures as required by CSUDH. The faculty member should refer to the policy established by CSUDH for details regarding the review process.

The Division of Kinesiology and Recreation probationary faculty member must demonstrate satisfactory progress toward the standards for tenure required for service specified in the Division of Kinesiology and Recreation RTP definitions. Satisfactory performance in service is met by exhibiting consistent demonstration of academic advising of majors along with participating in at least one activity at the Division level and one activity at either the College or the University level each probationary year. Furthermore, the faculty must participate in at least four different areas in #3 (Activities defined as Professional Service). Demonstration of satisfactory progress must be evidence-based and provide reviewers of the RTP file with sufficient information and discussion of progress and corrective action, if needed, to make a valid assessment.

Note: It is the responsibility of the faculty member to provide specific evidence of service, including documentation and discussion role, duties, accomplishments, etc. The significance of each service activity is evaluated by the tenured faculty members in the RTP process.



## **STANDARDS FOR TENURE**

### **TEACHING**

The faculty member will undergo comprehensive evaluation to demonstrate a consistent record of excellence in teaching, student engagement, and curricular development as required by the Teaching Activities and Evidence of Teaching, as presented in the definitions section in this document. For teaching to be considered satisfactory, faculty must annually (during each of the five years of reappointment), complete all the Teaching Activities and Evidence of Teaching as listed in items A-J. Demonstration of satisfactory progress must be evidence-based and provide reviewers of the RTP file with sufficient information and discussion of progress and corrective action, if needed, to make a valid assessment. Additionally, Perceived Teaching Effectiveness (PTE) responses related to the teaching role must have a rating of 80% or better in the strongly agree/agree categories combined.

### **SCHOLARSHIP**

The faculty is expected to demonstrate ongoing progress toward fulfilling the standards for scholarship. Satisfactory performance in scholarship is met by publishing five peer reviewed publications as described in #1 (Evidence of Scholarship) and five other areas from # 2, #3, or #4.

### **SERVICE**

The faculty member will demonstrate active participation in each of the three areas of service throughout the probationary period. During the five (5) years of reappointment, the faculty member is expected to exhibit consistent demonstration of academic advising of majors along with satisfactory performance in service by participating in at least one activity yearly at the Division level and one activity yearly at either the College or University level. Furthermore, the faculty must annually participate in at least four different areas in #3 (Activities defined as Professional Service).

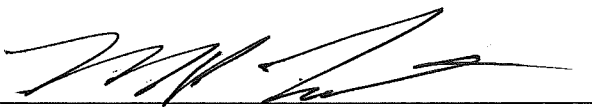
**STANDARDS FOR PROMOTION**

Guidelines are being currently created and will be available upon completion and approval.

**TEACHING**

**SCHOLARSHIP**

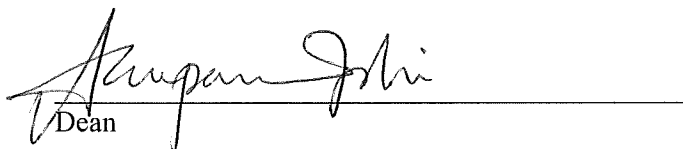
**SERVICE**



Department Chair

4/22/13

Date



Dean

4.22.13

Date



Provost and Vice President of Academic Affairs

4/24/13

Date