

PROGRAM PERSONNEL STANDARDS

APPROVAL FORM


Discipline: Health Science



RTP Committee co-Chair Date



RTP Committee co-Chair Date



Provost Date

Introduction – Relationship of Discipline Standards to CSU Channel Islands Program Standards

To understand the discipline of Health Science in the academic arena one must recognize what Health Science encompasses and the functions according to which it educates the students. Health Science is broadly defined as the study and research knowledge of health and the application of that knowledge directed toward understanding factors affecting the well-being and health of populations and individuals to improve health and prevent and cure diseases. It is a multidisciplinary field that combines medical, psychosocial, organizational, and societal aspects of health, disease, and healthcare. The Health Science program at CSU Channel Islands provides a solid foundation for a variety of professional careers in public and private health services, as well as graduate studies.

Teaching

Given the nature of health science education, “teaching” is understood to include not only classroom instruction, but also other instructional processes such as clinical supervision of students in a hospital or clinic setting and other relevant clinical work (public health clinics, community organizations, psychiatric-mental health settings, and skilled nursing facilities). Mentoring students’ professional development is integrated into “educating” in the broadest sense of the word. Activities such as remaining current in hospital accreditation regulations, competency in the content area and integration of the new hospital technologies are within the areas of teaching responsibilities.

Scholarship

The ability to educate health science professionals in theory and practice is a priority for the CSU Channel Islands Health Science program. The components of academic work are discovery (generation of new knowledge), teaching (use of teacher creativity to build bridges between his/her understanding and the student’s learning), application (emphasis on generation of new knowledge to solve societal problems), and integration (discovery of new relationships among disciplines). Scholarship in health science, then, can be defined as those activities that systematically advance the teaching, research, and practice of health science through rigorous

inquiry that is 1) significant to the profession; 2) creative; 3) able to be documented; 4) able to be replicated or elaborated; and 5) able to be peer-reviewed through various methods.

Scholarship and creative activities may include conceptual, empirical and applied works, using a variety of methodological approaches. In terms of the dissemination of research and publications, quality and impact are more important than quantity. In health science, scholarship significantly informs teaching and professional service activities.

Service

The Health Science program at Channel Islands, in addition to focusing on the national standards for health science scholarship, focuses on the pillars of the University mission: interdisciplinarity, multicultural and international perspectives, and community engagement. Health science is a highly interdisciplinary profession and, as such, the Health Science faculty work collaboratively with colleagues in and outside their discipline, and with students. The health science profession interacts with the biological and social sciences as well as the liberal arts. This collaboration contributes to the need for interdisciplinary interactions. In addition, the Health Science program is embedded in the community and therefore community engagement and service to the community form an integral portion of faculty activities.

The Program Personnel Standards for Health Science seek to set forth clear and attainable standards for the faculty on how they can participate in maintaining the high quality CSU Channel Islands Health Science program and to help guide faculty through the Retention, Tenure and Promotion Process. Individual faculty members are advised to review the University Retention, Tenure and Promotion Policy and Procedures document and the CFA/CSU Collective Bargaining Agreement before beginning the review of the Health Science Program Personnel Standards document.

Program Personnel Committee (PPC)

1. Composition: The Health Science Program Personnel Committee (PPC) shall be composed of three tenured faculty members. Until the time the Health Science Program has enough faculty, it will be necessary to invite eligible tenured faculty from outside the Health Science Program. More than one PPC may be formed, as appropriate. Separate PPCs – involving different faculty combinations – may be created from eligible University faculty by a majority vote of the program’s tenure-track faculty.
 - a. Members of PPC shall be tenured faculty holding the rank of Associate Professor or Professor; when considering cases of promotion, the committee members’ academic ranks must be higher than the faculty member under review. Members of the faculty’s PPC shall be elected annually by simple majority of the full-time tenure track members of the Health Science faculty at the initial meeting in the fall semester;
 - b. If the Health Science Program has fewer than three tenured members, a list of eligible tenured faculty from across the University shall be generated by the full-time tenure-track members, who will then vote by simple majority for as many members as necessary to constitute each three-person PPC;
 - c. The Program Chair may serve as a member of the PPC. In the event that the Chair does not serve as a member he/she has the responsibility to review all portfolios on schedule, to provide written comments on each of the three areas of professional activity, and write a general summary of overall performance of a faculty member and to make a recommendation on retention, tenure, and/or promotion.
2. Responsibilities: The PPC has the responsibility to:
 - a. Review all portfolios on schedule;
 - b. To provide written comments and ratings on each of the three areas of professional activity;
 - c. Write a general summary of overall performance of a faculty member;
 - d. Make a recommendation on retention, tenure, and/or promotion and;
 - e. Review new faculty members’ Professional Development Plans.

The Faculty Member

The faculty member requesting retention, tenure, or promotion shall prepare all necessary documents (portfolio) in accordance with the published schedule, according to the format requirements and standards specified in the University RTP Policy. The faculty member has the right to submit a written response to the PPC's at any level of review during the process. Activities documented below must be counted within one area of the standard (Teaching, Scholarship and Service) and may not be double counted.

Teaching Excellence

Teaching is a central core of CSU Channel Islands and is vital to the success of the Health Science program. The program is committed to promoting teaching excellence in the faculty. The quality of teaching is demonstrated through application of knowledge of the discipline or specialty area in the teaching-learning process, the development of innovative teaching and evaluation methods, program development, learning outcome evaluation and professional role modeling. In alignment with the general personnel standards, teaching is a process which includes 1) planning, creating and implementing course content materials and includes the selection of teaching methodologies; 2) assessment and evaluation of student learning outcomes; and 3) continual improvement of one's own teaching and learning and change, as needed, in teaching methods. The individual is not limited to these three elements but may illustrate improvements by other means as well.

Three elements demonstrate the work of the faculty member to achieve teaching excellence and they include:

1. Planning, creating, and implementing appropriate course methods.

Faculty members are expected to demonstrate use of best practices in the following areas:

- a. Teaching methods appropriate to the respective course content, objectives and level of instruction;
 - b. Materials appropriate for the topic and current scholarship in the field;
 - c. Use of technologies that support the diversity of student learning;
 - d. Use of innovative teaching strategies that support diverse groups through student centered learning such as modeling, problem based learning, case studies, and care scenario development;
 - e. Syllabi that conform to the university policy and department guidelines for syllabi construction which include student learning outcomes, assessment and grading policies;
 - f. Materials that demonstrate theory building related to teaching content;
 - g. Other materials the candidate deems appropriate.
2. Assessment and evaluation of the teaching practices, student learning outcomes, and improvement of teaching methodologies by exhibiting responsiveness to peer and student feedback. The candidate should demonstrate his/her active self evaluation of teaching practices and student learning by:
- a) Receiving/requesting a minimum of one peer review per year by a tenured member of the faculty of CSU Channel Islands assessing the pedagogical effectiveness of the teaching methods, course materials and classroom presentation. Conducting student evaluations in all courses each semester using the evaluation instrument approved by the faculty senate. Numerical student evaluations should demonstrate the candidate's effectiveness in communicating material, organizing and structuring the course and engaging students. Any significant deviations in any term should be explained in the teaching narrative. The candidate should address how s/he intends to improve or address teaching performance in the event of a set of poor student evaluations.

b) Any other material the candidate deems appropriate to address student learning outcomes.

3. Professional role modeling, including mentoring of students and of novice faculty, leadership roles in curriculum and instructional activities, development of programs for lifelong learning, and leadership in shaping educational policy. Examples of materials that demonstrate professional role modeling include:

- Involvement in promoting students' future success by role modeling professional interactions, supervision in extracurricular educational activities, writing support letters for scholarships and for new graduate positions.

Scholarly Activity

Health science scholarship is inquiry that produces the disciplinary and professional knowledge that is at the very heart of academic pursuits. The scholarship of health science takes the form of primary empirical research, historical research, theory development and testing, methodological studies, and philosophical inquiry and analysis. It is increasingly interdisciplinary and collaborative in nature, across professional groups, and within health science itself. In addition, in a teaching institution, scholarship involves publication related to teaching pedagogy within the health science discipline.

Evaluation of the Health Science faculty members for retention, tenure and promotion shall be based on the demonstration of a body of scholarship and intellectual growth that contributes to the program, university, and the profession. The scope of acceptable scholarly research includes qualitative, quantitative, and/or applied research that promotes the knowledge base of the profession or is of interest to health science educators and the health care community. Moreover, the candidate shall demonstrate that s/he is an active member of his/her profession by disseminating research through publication and professional presentations.

The following criteria aim to clarify what constitutes scholarly research activity for purposes of promotion and tenure. Such criteria and sources are not all-inclusive. Ideally a faculty member should achieve three scholarly publications in any of the first or second tier during each level of review (Assistant to Associate or Associate to Full Professors). In evaluating a faculty member for tenure and promotion, the materials presented by the candidate as evidence of scholarly activity will be evaluated within the context of the tiered evaluation scheme listed below. In evaluating a faculty member for scholarly activity, a balance is preferred within the tiered categories below, which represent a rough hierarchy. More weight will be given to first-tier achievement, but the volume of quality work in the second tier may serve to equate to first tier activity.

First Tier

1. Publication; Evidence of scholarly and creative activities that are peer reviewed and widely disseminated which include:
 - a) Peer reviewed publication of research, theory, pedagogy, or philosophical essays;
 - b) Books or chapters;
 - c) Peer reviewed conference papers in published proceedings;
 - d) Publications in-press – books, contributions to edited books or journals.
 - e) Pedagogical Scholarship- Publications of original, integrative or applicative materials in various formats (digital, video, software);
 - f) Evidence of role as editor or peer reviewer;
 - g) Editor of journal, book, newsletter, monograph, grant, or special edition journal;
 - h) Editorial review board member;
 - i) Reviewer of journal, book, newsletter, monograph, conference proposal, grants

Second Tier

2. Conference Presentations:
 - a) Paper presentation and distribution at international, national, regional, state, or local conferences;
 - b) Invited speaker at international, national, regional, state, or local conference;

- c) Discussant at a conference presentation;
 - d) Presentation proposal in review;
3. Reports for License and Accreditation: Evidence of authorship of credential program and/or other accreditation report:
- a) Accreditation reports;
 - b) Program evaluation reports;
 - c) Documents received from accreditation agency regarding the quality of report or work done;
4. Authorship related to grants:
- a) Roles on grants, such as the Principal Investigator;
 - b) Grant received from external or internal funding agency;
 - c) Grant proposals submitted to internal or external funding agency;

Professional, University and Community Service

All faculty members at CSU Channel Islands are expected to take an active role in service performed for the Health Science program, Division of Academic Affairs, the Academic Senate, Division of Student Affairs, other campus divisions, student organizations, the University, the CSU system, professional organizations at the local/regional/national/international levels and the community.

The faculty member's service should demonstrate leadership or participation roles, and the documentation should include the degree of consistency to a commitment to a task or tasks, different levels and a variety of ranges of services, positive feedback from colleagues and others, and products or concrete accomplishments from involvement in the tasks.

At a minimum, each candidate is required to participate in at least 4 of the 9 first tier activities through the probationary period and beyond. Service to the campus is proportionate to rank and time in rank; thus a tenured Associate Professor is expected to be more widely active than

an untenured Assistant Professor. Such service activities are weighted into first tier (higher weight) and second tier and it is consistency in service to the organization that is valued.

Activities for service include:

First Tier

1. Shared Governance; through service on Senate Committees and Task Forces and/or other University Committees;
2. Leadership in program-related committees such as Health Science faculty, student and external affairs, and curriculum committee;
3. Recruitment of new faculty and staff in Health Science and other disciplines;
4. University or CSU system-wide activities, work projects, task forces, governance or offices, committees or subcommittee activities;
5. Participation or advisory roles in student organizations;
6. Participation in accreditation visits from external agencies;
7. Service in professional organizations at local/regional/national/international levels including elective or appointed positions, or service on boards;
8. Participation on panels, boards, advisory committees, and/or work groups that assist local, regional or state programs or agencies that deals with health care issues in the community;
 - a) Role as an officer of a professional organization or society.

Second Tier

Activities related to recruitment and advisement for the department majors

- a) Discover CI;
- b) Information Sessions;
- c) Summer Orientation for incoming students;
- d) Academic advisement for Health Science majors.

e) Supervision of students involved in health-related activities in the community such as health fairs, flu shot clinics, and health screening or education (on an as-needed basis).

Severability

Health Science Program Personnel Standards are guided by RTP and other University policies. Where any discrepancy occurs between this and other University policies, University policies will be observed. If such a discrepancy occurs, all other policies contained herein will remain in force.

Amendment

The Health Science Program Personnel Standards shall be reviewed and updated at intervals not greater than five years in response to any related changes of the division/university RTP procedures. Such changes will take place in a scheduled meeting of the Health Science faculty. Changes in this document will occur by a simple majority vote of program tenure track faculty. The Chair shall then submit the up-dated PPS to the University RTP committee and/or other committees for approval. The revised PPS will take effect after the approvals by the University RTP committee and by the Provost/VPAA.