

Standards and Criteria for Retention, Tenure and Promotion (RTP)

CSU Monterey Bay College of Health Sciences and Human Services

Clinical Faculty

September 2020

This document comprises the retention, tenure, and promotion standards of performance and evaluation criteria (Department RTP Standards) that shall be used to assess activities of clinical tenure-line faculty that contribute to professional growth, the College of Health Sciences and Human Services goals, the program mission and university vision. These standards reflect the unique mix of clinical instruction, scholarship, and activities of health science faculty in the practice of clinical medicine. These standards incorporate sufficient flexibility to allow for and recognize individual contributions, creativity and specialization in professional practice. Health Science faculty may engage in additional activities described in the appendices to the University RTP Policy. This document shall be assessed in four years from its effective date to determine its effectiveness and appropriateness.

Definition: Health Science Clinical Faculty are tenure-line faculty members who are hired into designated clinical teaching positions in specified accredited Health Science programs that require particular expertise, national certification, and state licensure. Clinical faculty provide oversight of students and community clinical preceptors to deliver curriculum, maintain program accreditation, and teach students to provide high-quality patient care.

Faculty are expected to determine their performance goals as they create their development plans for all four areas of scholarship. Clinical tenure-line faculty should consider their target performance levels for all four areas of scholarship using the following:

- Adequate performance: requires at least two items from the Adequate category;
- Commendable performance: requires two items from the Adequate and two items from the Commendable category;
- Outstanding performance: requires at least two commendable items and one item from the Outstanding category.

1. CLINICAL TEACHING AND LEARNING

Contributions to Teaching and Learning involve facilitating student learning, clinical reasoning, critical thinking, and inquiry, as well as transmitting, integrating, interpreting, and extending the knowledge and skills required to make accurate medical diagnoses, communicate effectively to patients, prescribe medications, perform surgical procedures, and counsel patients. In addition, teaching should reveal and develop diverse perspectives, help to facilitate creativity and lifelong learning, and work to integrate various health care principles central to the vision of CSU Monterey Bay.

Activities to consider in the evaluation of the Scholarship of Teaching and Learning specific to Health Sciences Clinical Faculty may include, but are not limited to, the following:

Didactic and Clinical Instructing

- Teaching students outside of class time to master clinical reasoning and technical skills; and remediating knowledge deficits to achieve competency and support progression;
- Providing one-on-one instruction and assessment of clinical screening and examination skills;
- Instructing students in courses and laboratories based on clinically appropriate accreditation standards for national board and certification of health professionals;
- Developing retreats or special seminars to engage students, alumni, and faculty in clinical skills mastery and the latest evidence-based best practices;
- Developing, organizing, staffing, supplying and creating assessments in clinical skills, didactic, and technical skills workshops to ensure clinical mastery of all competency domains that are assessed on the national board certification examination;

- Serving as a Course Director or Content Area Specialist (involves managing student assessment toward licensure, working with staff to maintain student records to determine progress toward successful board testing and licensure);
- Collaborating with other faculty to plan and design curriculum that includes learning experiences to deliver content and teach mastery of clinical and technical skills;
- Developing and teaching critical thinking modules in diagnostic medicine and other teaching; this includes integrating or correlating content from concurrent courses and addressing clinical concepts and knowledge gaps that need to be corrected;
- Developing clinical performance assessments such as objective structured clinical examinations (OSCE) where student clinical reasoning, history taking, physical examination, and patient communication skills in a simulated environment, sometimes involving standardized patient actors. This includes development of scripts and training actors to accurately portray patients with different medical conditions (i.e., location of pain, fatigue, how to respond to contact in specific areas...);
- Evaluating student performance in a simulated clinical environment (e.g., OSCEs or simulations) and providing direct formative feedback to students on both formative and summative assessments;
- Developing, implementing, and supervising students in creating alternative forms of presenting an understanding of medical cases or knowledge of medicine.

Advising, Supervising, Guiding, and Mentoring Clinical Students

- Performing independent student assessment such as clinical site visiting, proctoring OSCEs, technical skills competencies, and practica;
- Mentoring and matching students to specific preceptors for supervised clinical practice experiences. Includes recognizing student academic and developmental readiness for next steps in their education and making appropriate recommendations;
- Consulting with clinical sites and preceptors and student clinical activity logs to ensure optimal exposure to required clinical content, skills, acute and chronic illness, and each age category across the life span based on accreditation standards;
- Advising and mentoring students through supervised clinical practice experiences and areas of potential professional concentrations;
- Guiding mastery of each medical/clinical component needed to pass the national board exam;
- Supervising and mentoring faculty adjuncts and contractors in skills workshops, small group seminars, clinical practice experiences, student volunteer projects, and service learning;
- Mentoring students for state and national clinical disciplinary-specific competitions.

Developing Clinical Learning Experiences and Resources

- Developing, revising, and ensuring that medical content and clinical skills and outcomes-based curricula meet up-to-date accreditation guidelines;
- Developing curricular resources that reinforce clinical medical education and student learning in alignment to curricular goals and course learning outcomes; resources include technically sophisticated equipment that requires faculty to maintain both the equipment as well as training in utilizing the equipment;
- Staffing, coordinating, creating and facilitating effective observed structured clinical examination (OSCE) scenarios and design a simulated patient-provider scenario;
- Developing curricula that support distributed medical knowledge, clinical skills education, and independent learning of professional best practices and clinical reasoning skills;
- Selecting, organizing, and providing access to information resources in support of curricular goals, such as Rosh Review, online videos, self-assessment modules, patient case scenarios;
- Evaluating and orienting preceptors specific to rotation-specific learning outcomes and objectives to ensure clinic and hospital-based best practices instruction during student preceptorships and supervised clinical practice experiences;
- Alignment of curriculum requirements and instruction with program technical standards;
- Writing grant proposals and receiving grants that augment teaching and learning activities.

Professional Development of Clinical Teaching

- Conducting instructional and classroom-based research, such as best clinical practice-related literature reviews to ensure alignment of evidence-based research with clinical content;
- Reviewing contemporary best practices for physical examination, diagnostic testing, medical treatment, and screening practices that follow the most recent U.S. Preventive Services Task Force guidelines and other expert opinion guidelines for use in clinical and hospital settings;
- Mentoring clinical preceptors and engaging in reciprocal mentorship to receive and reinforce best practices within clinical and hospital settings;
- Maintaining and integrating medical knowledge and clinical competencies with revised clinical board examination content through continual medical updates and continuing medical education (CME) category 1 and category 2 activities;
- Participating, developing, and teaching professional development activities to improve teaching in both didactic and clinical environments;
- Maintaining certification and professional licensure through clinical practice.

Table 1. Examples of Teaching and Learning Performance Standards and Ratings for Tenure or Promotion to Associate or Full Professor

Adequate Performance	Commendable Performance	Outstanding Performance
<p>Demonstrates competent teaching practice by:</p> <ul style="list-style-type: none"> - Developing appropriate clinical outcomes-based course syllabi; - Incorporating the CSUMB Vision into Teaching and Learning; - Showing improvement in response to clinical student and peer evaluations; - Participating in Teaching and Learning professional development workshops; - Serving as an effective clinical academic advisor to students; - Facilitating student development of clinical knowledge and skills through laboratory, workshops, small group-based instruction, and supervised clinical experiences based on clinically appropriate accreditation standards for board-certified health professionals; - Participating in assignment of students in clinical rotations; - Conducting clinical site visits, proctoring OSCEs, technical skills competency, and practica; - Conducting scientific literature reviews of contemporary best practices, professional guidelines, and expert opinion to prepare students to provide medical care in clinical and hospital settings; - Remaining current in new medical developments by accruing 100 hours of Continuing Medical Education every two years for PAs or appropriate medical updates to maintain licensure as a physician. 	<p>Contributes significantly to Teaching and Learning by:</p> <ul style="list-style-type: none"> - Demonstrating excellence in facilitating clinical student learning including direct supervision of students in patient care; - Successfully adapting new or innovative teaching practices while developing or revising clinical outcomes-based courses; - Improving teaching based on self-reflection and assessment and remaining current in best practices; - Making substantial contributions to Teaching and Learning development in clinical education; - Engaging in rigorous 1:1 or small group remediation and mentoring of students toward curricular goals and comprehensive clinical practice; - Providing peer review of teaching, mentoring, and curricular, and patient care activities; - Working with other faculty in integrated learning experiences to deliver content and teach mastery of clinical and technical skills; - Writing grants to augment teaching; - Working with clinical sites and preceptors to ensure optimal exposure to needed clinical content and skills; - Developing curricular resources that reinforce clinical medical education and student learning; - Developing proficiency in the use of technically sophisticated equipment that requires faculty knowledge/skills to maintain and utilize equipment in teaching courses; - Serving as a Course Director or Content Area Specialist. 	<p>Provides leadership and influences Teaching and Learning practices of others by:</p> <ul style="list-style-type: none"> - Demonstrating excellence in facilitating student learning by developing and organizing assessments in clinical skills, didactic, and technical skills workshops; - Developing innovative ways to teaching clinical concepts to a variety of students; - Mentoring faculty and clinical preceptors (physicians and licensed medical providers) in clinical Teaching and Learning activities; - Faculty development: teaching professional development in didactic and clinical environments; - Planning, organizing, and leading curriculum development technical and/or clinical skills workshops; - Effective, compassionate mentoring of diverse students toward academic, professional, and personal goals; - Developing effective supervised clinical practice experiences; - Collaborating with faculty and preceptors from other disciplines and institutions in clinical education; - Developing and receiving new grants for teaching and learning; - Presenting at clinical education conferences; - Developing clinical best practice retreats or seminars for alumni and faculty; - Taking a leadership role in developing, organizing, staffing, supplying and creating assessments in clinical skills, didactic, and technical skills workshops; - Developing and teaching critical thinking modules in diagnostic medicine; - Providing specialized peer review of clinical and surgical skills instruction.

2. DISCOVERY, CREATION AND INTEGRATION

This scholarly activity constitutes health care-related academic work that confronts the unknown, seeks new understandings, and/or offers a new perspective on knowledge, through both individual and collaborative efforts. The faculty member's contributions to Discovery, Creation and Integration shall be evaluated using the Performance Evaluation Standards for scholarly achievement in the clinical health sciences.

Activities to consider in the evaluation of the Scholarship of Discovery, Creation and Integration (DCI) specific to Health Sciences Clinical Faculty may include, but are not limited to, the following:

Conducting and Disseminating Research

- Conducting or contributing to clinical or health care research and inquiry;
- Writing health care-related books, book chapters, and monographs;
- Writing papers in refereed journals and conference proceedings;
- Presenting papers, posters, lectures, and workshops at professional meetings;
- Writing and submitting grant proposals;
- Successfully involving students in ongoing health-related research, and scholarly projects;
- Developing clinical case simulations for clinical learning;
- Writing and presenting clinical best practices in clinical training and medical education;
- Collecting data, conducting analysis, recognizing trends, reporting findings, and creating proposals related to curricular modifications and accreditation based on collected data.

Producing Creative Works

- Mentoring students in producing films and videos related to health education and public health;
- Engaging in and coaching students in medical or nursing competitions/exhibitions;
- Creating and preparing software and electronically published documents;
- Developing electronic and print information resources that support the curriculum;
- Developing and supervising students in alternate forms of presenting medical cases;
- Writing or directing works that use performance, skits, video, or multimedia to describe concepts such as medical conditions, physiological mechanisms, diagnostic algorithms, pharmacotherapeutic concepts, and patient education;
- Producing simulated patient case scenarios for assessment of clinical reasoning and physical examination skills such as an Objective Structured Clinical Examination (OSCE);
- Writing creative works related to bedside manner and narrative medicine such as poems or acting.

Disseminating Curriculum and Pedagogical Innovations

- Presenting at regional, state, or national professional conferences, including poster presentations, speaker panels, educational workshops, and keynote presentations.
- Disseminating creative teaching methods and techniques by publishing or presenting at professional meetings or the development of software and other technologies that advance student learning;
- Writing grant proposals or being awarded grants for developing curriculum or teaching methods;
- Participating/mentoring/leading student research or independent study, capstone projects leading to the presentation of research and other creative works;
- Disseminating medical case reports, review articles, surgical review articles, research reports, critically appraised topics, best practices, treatment protocols, and emerging topics in health care;
- Writing and administering grants for mentoring and support of clinical students;
- Collaborating with health care institutions and/or academic medical centers in clinical trials, screening or diagnostic devices, or health-related research;
- Serving in a leadership capacity in data collection, management, and analysis for health-related, teaching, or educational research;
- Developing clinical instructional materials to community preceptors (physicians and licensed health providers) for guiding students in meeting the course learning outcomes for competent patient care;
- Collecting and analyzing data from programmatic databases (e.g. EXXAT or CASPA), then disseminating the findings and conclusions;

Table 2. Examples of Discovery, Creation, and Integration Performance Standards and Ratings for Tenure or Promotion to Associate Professor

Adequate Performance	Commendable Performance	Outstanding Performance
<p>Initiates and participates in creative and scholarly work by:</p> <ul style="list-style-type: none"> - Giving scholarly presentations at the university; - Participating in the development of clinical cases for student learning; - Participating in the supervision of student research, independent study, or graduate projects; - Participating in the development of clinical medicine simulated environments, such as an OSCE; - Participating in the development of new student learning tools for the enhancement of student learning; - Writing and submitting proposals for externally or internally funded grants. 	<p>Shows an increasing level of involvement and achievement in creative and scholarly work by:</p> <ul style="list-style-type: none"> - Giving scholarly presentations at regional, state or national health-related conferences in the form of papers, posters, lectures, and workshops; - Developing systematic reviews and case reports for clinical learning; - Writing and presenting clinical best practices in training and education; - Presenting clinical education best practices; - Mentoring graduate projects, -student research, or independent study that leads to the presentation of research and other creative works; - Developing OSCEs, clinical case simulations, or new tools for student learning in preparation for clinical practice; - Being awarded externally or internally funded grants. - Developing interprofessional learning activities with faculty from other departments - Engaging in and coaching students for state or national medical competitions - Conducting analysis of data to be used for curricular modifications and accreditation. 	<p>Demonstrates a sustained record of significant creative and scholarly achievement by:</p> <ul style="list-style-type: none"> - Giving invited presentations or demonstrating a sustained record of presenting at regional, state, or national health-related conferences; - Sustained publishing of health care-related books chapters, monographs, systematic reviews, case reports or disseminating research; - Sustained engagement of students in mentored health-related research and scholarly projects; - Collaborating with health care institutions and/or academic medical centers in academic or health-related research; - Taking a leadership role in a graduate project, student research, or independent study that leads to a conference presentation; - Disseminating created clinical medicine simulated environments or new student learning tools for the enhancement of student learning; - Sustained development of interprofessional learning activities with faculty from other departments - Sustained engagement and coaching students for state or national medical decathlons or competitions - Sustained record of leading and administrating externally or internally funded grants.

Table 3. Examples of Discovery, Creation, and Integration Performance Standards for Promotion to the Rank of Full Professor or for Tenure with Rank of Full Professor

Adequate Performance	Commendable Performance	Outstanding Performance
<p>Demonstrates a sustained record of creative and scholarly achievement by:</p> <ul style="list-style-type: none"> - Disseminating research or scholastic activity through peer-reviewed presentations in the form of papers, posters, lectures and workshops; - Publishing clinical education methodological best practices; - Mentoring student research or independent study, graduate or capstone projects; - Developing and directing clinical medicine simulated environments such as an OSCE or new student learning tools/methodologies, or clinical cases for the enhancement of case-based student learning; - Submitting proposals for externally or internally funded grants. 	<p>Demonstrates a sustained record of significant creative and scholarly achievement by:</p> <ul style="list-style-type: none"> - Giving scholastic presentations at regional, state, or national health-related conferences; - Publishing or disseminating research, health care-related books chapters, monographs, systematic reviews or case reports; - Engaging students in mentored health-related research and scholarly projects; - Disseminating original research or creative activity by peer-reviewed publication or performance that results in regional or national recognition; - Authoring clinical best practices; - Disseminating health education projects such as multimedia/video or other forms of performance; - Leading student research or independent study, graduate or capstone projects that result in peer-reviewed presentation or publication; - Disseminating created clinical medicine simulated environments or new student learning tools for the enhancement of student learning; - Leading and administrating externally or internally funded grants. - 	<p>Demonstrates a continuous record of recognized leadership and significant achievement in creative or scholarly work by:</p> <ul style="list-style-type: none"> - Giving invited presentations at state, or national health-related conferences; - Receiving national or international recognition for sustained creative activity or for original and sustained research; - Establishing and publishing research associated with clinical trials, or other medically related research; - Disseminating and publishing works that use multimedia/video to describe or illustrate health or other clinically related topics; - Serving in a leadership capacity in data collection, management, and analysis for health education or medically-related research; - Publishing/disseminating systematic reviews or case reports for clinical learning; - Providing sustained leadership or service in student research or independent study, graduate or capstone projects that leads to the presentation or publication of research and other creative works; - Exhibiting sustained development or obtaining recognition by a professional organization for creating new student learning tools for enhancement of student learning; - Exhibiting sustained leadership in obtaining and administrating grants.

3. PROFESSIONAL CLINICAL APPLICATION

Health Science Clinical Faculty engaged in Professional Application use their academic training and experience to serve the profession and the public and contribute to the CSUMB Vision. The diversity of external needs, as well as faculty training and experience, leads to many different forms of Professional Application; however, Professional Application activities share all of the following distinguishing characteristics:

- a. They contribute to the public health and welfare of the common good;
- b. They call upon faculty members' clinical, academic, and professional expertise;
- c. They directly address or respond to real-world health care needs; and,
- d. They support the CSUMB Vision.

Activities to consider in the evaluation of the Scholarship of Professional Application specific to Health Sciences Clinical Faculty may include, but are not limited to, the following:

Professional Applications

- Making clinical and health-related research understandable and usable in specific professional and applied settings;
- Developing and offering training workshops and other forums for the dissemination of clinical teaching techniques or demonstration of novel teaching methods;
- Giving health-related presentations or performances to the public;
- Providing health services directly to the community;
- Providing clinical testimony before legislative or congressional committees;
- Writing for popular and non-academic publications, including newsletters and magazines directed to agencies, professionals, or other specialized audiences;
- Writing peer reviews for scholarly publications and funding organizations;
- Engagement in activities that are required for maintenance of national certification and professional licensure;
- Provisions of patient service and clinical practice in a clinical setting;
- Providing patient care as a health care provider in medical clinics, hospitals, nursing homes, or other health care facilities, either in person or via telemedicine. This is of high value as a community service and for maintenance of required license or clinical skills;
- Engaging in or organizing health fairs, public health campaigns, screening events, and other related organizational or community health activities;
- Organizing health fairs, public health campaigns, screening events, and other related organizational or community health activities;
- Authoring newsletter or other similar articles for clinical or health care organization settings;
- Providing live or online lectures to patient populations;
- Collaborating in recruitment and/or data collection for clinical trials (not authored by the candidate) and health-related research;
- Serving as a panel participant representing their respective clinical profession in conferences, as well as educational and community settings;
- Pursuing continuing medical education training to expand level medical knowledge, medical technical skills, clinical reasoning, additional certificate, or degree;
- Providing patient care services directly to the community.

Participating in Partnerships with Other Organizations

- Participating in collaborative endeavors with schools, industry, or civic agencies;
- Consulting with town, city, or county governments; schools, libraries, museums parks and other public institutions; groups; or individuals;
- Serving, or working in a leadership capacity on, executive or advisory boards of health care organizations such as hospitals or clinic networks;

- Regular participation in clinical discipline-related activities with health organizations or companies;
- Serving in an advisory or leadership capacity for health care-related or best practices network initiatives (e.g., CSU Institute for Palliative Care);
- Providing lectures or leading educational efforts to provider networks or populations (e.g., medical grand rounds);
- Serving as site visitors and/or reviewers for clinical program accreditation bodies;
- Participating in academic clinical practice-related consultancies or advisory groups;
- Engaging in leadership roles in professional clinical organizations (e.g., chairperson, officer, organizer, panel or roundtable leader, or workshop chair);
- Organizing health fairs, public health campaigns, screening events, and other related organizational or community health activities;
- Serving as a committee member or appointed member for a health organization;
- Serving as a Special Government Employee or appointed official at the County, State, or National level in a health advisory capacity.

Developing New Health Care-Related Products, Practices, Procedures and Services

- Providing public policy analysis, program evaluation, technical briefings for local, state, national, or international governmental agencies;
- Testing concepts and processes in real-world applications;
- Contributing to University development through corporate grants, donations of equipment, and other entrepreneurial activities;
- Creating working relationships with business and other community partners for the purpose of generating revenue for the University;
- Participating in entrepreneurial activities;
- Assisting the University and its partners in identifying future business opportunities for the University;
- Evaluating programs, policies, or personnel for agencies;
- Contributing to the development of clinical best practices guidelines;
- Leading the development of clinical best practices guidelines;
- Building clinical partnerships for mentorship, or service-learning opportunities;
- Participating in a consultative role as a recognized content expert in the development of medical devices or techniques;
- Collaborating on the integration and/or application of novel technologies in curriculum or clinical practice;
- Collaborating in the development of evidence-based practices;
- Development of instructional modules or other activities that contribute to the advancement, application, and/or pedagogy of the profession;
- Pursuit of specialization or sub-specialization training.

Contributing to the Health Professions

- Fulfilling editorial assignments with scholarly and professional publications, including journals, newsletters, or electronic media;
- Participating in scholarly conferences as panel organizer and/or discussant;
- Organizing and directing scholarly conferences, symposia, etc.;
- Providing service to professional organizations;
- Creating new clinical networks to advance the profession;
- Serving as an author of public health education-related campaigns or health promotion initiatives;
- Serving as a peer reviewer of public health education-related campaigns or health promotion initiatives;
- Serving as an editor of public health education-related campaigns or health promotion initiatives.

Table 4. Examples of Professional Application Performance Standards and Ratings for Tenure or Promotion to Associate Professor

Adequate Performance	Commendable Performance	Outstanding Performance
<p>Becomes active in community and professional service by:</p> <ul style="list-style-type: none"> - Providing assistance to communities or health care organizations; - Participating in activities related to health care that enrich community connections; - Identifying partnerships with health care organizations and educational institutions; - Participating in health-related applied research activities that show promise of benefitting the University and community; - Pursuing continuing medical education training to expand level medical knowledge, medical diagnostic, and technical skills; - Providing service to health professional associations. 	<p>Contributes to community and professional service by:</p> <ul style="list-style-type: none"> - Participating in planning or development of community health-related programs and services; - Initiating partnerships with health care organizations and educational institutions; - Planning or developing health-related applied research activities that show promise of benefitting the University and community; - Contributing as an officer or other additional role with health-related professional associations; - Serving as a contributor or peer reviewer for health journals, granting agencies, public health campaigns; - Authoring lay publications on health care topics; - Providing health-related education in professional settings; - Contributing to the development of clinical best practices guidelines; - Obtaining an additional certification or degree by completing advanced continuing medical education training; - Serving as a health care provider in a patient care setting, including telemedicine or oversight of a student-run clinic . 	<p>Demonstrates leadership in community and professional service by:</p> <ul style="list-style-type: none"> - Taking a leadership role in the development of public health services or health care-related policies based on the faculty member's expertise; - Developing and participating in clinical programs or academic activities that substantially enrich the professional, artistic or cultural life of the community; - Establishing and maintaining successful partnerships with health care organizations, educational institutions, and academic centers; - Developing and conducting health-related applied research activities that show promise of benefitting the University and community; - Providing leadership as an officer or other capacity with health-related professional associations; - Fulfilling an editorial role with scholarly or professional publications; - Serving on executive or advisory boards of health care organizations; - Serving as site visitors and/or reviewers for clinical program accreditation bodies; - Engaging in leadership roles in professional clinical organizations; - Integrating or applying novel technologies in the curriculum or clinical practice; - Serving as an editor for public health or medical-related publications.

Table 5. Examples of Professional Application Performance Standards for Promotion to the Rank of Full Professor or for Tenure with Rank of Full Professor

Adequate Performance	Commendable Performance	Outstanding Performance
<p>Contributes to community and professional service by:</p> <ul style="list-style-type: none"> - Participating in planning or development of community health programs and clinical services; - Participating in activities related to health care that enrich community connections; - Initiating partnerships with health care organizations and educational institutions; - Planning or developing health-related applied research activities that show promise of benefitting the University and community; - Participating in professional associations at the national level; - Serving as a peer reviewer for journals, granting agencies, performances, etc.; - Authoring newsletter or other similar articles for health care organizations; - Providing lectures to provider networks or community members; - Participating in academic clinical consultancies or advisory groups; - Participating in planning or development of community health-related programs and services; - Serving as a committee member for a health organization; - Building clinical partnerships for rotations or service-learning; - Serving as an author of public health campaigns or promotion initiatives; - Serving as a peer reviewer of public health education-related campaigns or health promotion initiatives. 	<p>Receives recognition for substantial contributions to community and professional service through:</p> <ul style="list-style-type: none"> - Planning and developing significant public services or policies based on the faculty member's expertise; - Planning, developing and participating in programs or activities that enrich the professional, artistic or cultural life of the community; - Establishing and maintaining successful collaborative partnerships with schools, industry, or other community agencies; - Developing and conducting entrepreneurial or applied research activities that benefit the University and community; - Serving as an officer of a regional professional association; - Fulfilling editorial assignments; - Engaging in leadership roles in professional clinical organizations; - Organizing health fairs, public health campaigns, screening events, and other related organizational or community health activities; - Collaborating on the integration and/or application of novel technologies in curriculum or clinical practice; - Collaborating in the development of evidence-based practices; - Creating new clinical associations or networks that support the profession; - Serving as an editor of public health campaigns or promotion initiatives; - Serving as an editor of public health education-related campaigns or health promotion initiatives. 	<p>Receives recognition for substantial and sustained leadership in community and professional service through:</p> <ul style="list-style-type: none"> - Leading the development of significant public services or policies based on the faculty member's expertise; - Developing and leading programs or activities that substantially enrich the professional, artistic or cultural life of the community; - Creating and sustaining successful major collaborative partnerships with schools, industry, or other community agencies; - Developing and conducting major entrepreneurial or applied research activities that substantially benefit the University and community; - Serving as an officer of a national professional association or as president/chairman of a regional association; - Serving as editor or associate editor of a scholarly or professional journal; - Providing leadership and guidance to faculty colleagues in research and creative endeavors; - Leading executive or advisory boards of health care organizations such as hospitals or clinic networks; - Serving as site visitors and/or reviewers for clinical program accreditation bodies; - Serving as a consultant or recognized content expert in health care.

4. UNIVERSITY SERVICE

University Service includes service to the California State University, CSUMB, college and department. Faculty engaged in University Service contribute to the shared governance system and institutional development through a variety of activities including service on committees, task forces, policy advisory bodies, and the development and management of academic programs. The clinical faculty member's contributions to University Service shall be evaluated using the Performance Evaluation Standards for scholarly achievement.

Activities to consider in the evaluation of the Scholarship of University Service specific to Health Sciences Clinical Faculty may include, but are not limited to, the following:

Governance

- Fulfilling administrative responsibilities at the California State University, CSUMB, college, and/or department level;
- Contributing to California State University, CSUMB, college, and/or department policy development and governance;
- Engaging in the formation and leadership of clinical discipline-related ad hoc committees within the candidate's discipline or the respective college of the candidate's discipline;
- Contributing to, participating in, or leading committees associated with program accreditation.

Academic and Faculty Development

- Mentoring other faculty members and clinical preceptors;
- Participating in faculty search committees;
- Organizing, directing and/or implementing faculty development activities;
- Establishing and maintaining effective, collaborative working relationships with colleagues and other University personnel;
- Participating in academic program development;
- Mentoring faculty in developing the skills to effectively teach dynamic clinical best practices;
- Conducting clinical faculty peer reviews and site visits;
- Mentoring faculty through the RTP process.

Student Support and Curriculum Development

- Advising clinical student organizations;
- Contributing individually and collaboratively to the development and improvement of the CSUMB outcomes-based clinical academic program;
- Developing health-related outreach activities and programs that enhance the University's ability to serve the needs of a diverse and non-traditional student body;
- Developing and maintaining services and programs that support a clinical curriculum;
- Engaging in, and leading, curricular adaptation and development that ensure the program meets evolving accreditation guidelines and student success on the clinical board exam;
- Serve as the faculty lead in the creation of clinical student professional organization documents, reports, policies and procedures, including position statements and standards and protocols;
- Advancing the university vision through engaging in and leading regional clinical education outreach and recruitment efforts.

University-wide Service

- Collaborating throughout the campus community on projects, workshops, presentations, and other health-related campus activities;
- Working with other academic departments to create interprofessional learning opportunities and enhance students' abilities to respond to clinical situations and patient health-related conditions;
- Presenting at, or developing, health-related outreach events, seminars, panels, or conferences for students or prospective applicants.

Table 6. Examples of University Service Performance Standards and Ratings for Tenure or Promotion to the Rank of Associate Professor

Adequate Performance	Commendable Performance	Outstanding Performance
<p>Becomes involved in University Service by:</p> <ul style="list-style-type: none"> - Participating in the University's shared governance, including membership on University-wide committees, task forces or advisory bodies; - Participating in the University's service of the needs of a diverse and non-traditional student body; - Collaborating with colleagues within program and/or department; - Performing expected duties at the department and college levels; - Assisting in advising clinical student organizations; - Advancing the university vision through engaging in regional health professions outreach and recruitment efforts; - Serving as an advisor for clinical student organizations. 	<p>Contributes actively to the University by:</p> <ul style="list-style-type: none"> - Effectively participating in the University's system of shared governance, including contributions to University-wide committees, task forces or advisory bodies; - Helping to advance the University's ability to serve the needs of a diverse and non-traditional student body; - Successfully collaborating on at least one project with colleagues from other programs, departments, or colleges; - Effectively carrying out faculty responsibilities at the program, department and/or college levels; - Contributing to committees related to professional accreditation standards; - Serving in a mentorship role for clinical student organizations; - Mentoring faculty in the development of academic and clinical skills; - Engaging in curricular adoption and development that ensure adherence to evolving accreditation guidelines and student success on board exams; - Conducting clinical faculty peer reviews and clinical site visits; - Participating in outreach events, including seminars, panels, and conferences for outreach and recruitment of applicants; - Coaching students for state and national clinical scholastic competitions. 	<p>Provides campus leadership by:</p> <ul style="list-style-type: none"> - Taking a leadership role in the University's system of shared governance, including University-wide committees, task forces or advisory bodies; - Advancing the University's ability to serve the needs of a diverse and non-traditional student body; - Developing and sustaining collaborative interprofessional projects with colleagues across campus locations; - Developing and implementing effective department and college programs and policies; - Leading clinical student organizations; - Leading faculty mentorship of innovative clinical best practices; - Leading clinical discipline committees associated with program accreditation; - Leading curricular adoption and development to ensure the program meets dynamic accreditation guidelines; - Facilitates student success on clinical national board examinations; - Leading outreach events, including seminars and conferences to conduct applicant outreach and recruitment; - Leading interprofessional clinical learning opportunities.

Table 7. Examples of University Service Performance Standards for Promotion to the Rank of Full Professor or for Tenure with Rank of Full Professor

Adequate Performance	Commendable Performance	Outstanding Performance
<p>Contributes actively to the University by:</p> <ul style="list-style-type: none"> - Participating in the University's system of shared governance through effective service on University-wide committees, task forces, or advisory bodies; - Helping to advance the University's ability to serve the needs of a diverse and non-traditional student body; - Successfully collaborating on at least one project with colleagues from other departments and across campus locations; - Effectively carrying out faculty responsibilities at the department and/or college levels; - Engaging in the formation and leadership of clinical ad hoc committees and those associated with program accreditation; - Mentoring faculty in clinical skills to effectively teach best practices; - Creating and/or updating documents, reports, policies and procedures, standards and protocols for clinical student organizations; - Coaching students for state and national clinical scholastic competitions; - Working with other academic departments to create interprofessional learning opportunities; - Serves as an active member of the MSPA curriculum committee, applicant selection committee, admissions committee, student progress committee, university outreach committee, clinical leadership team, Academic Senate, diversity equity and inclusion committee, or accreditation preparation committee. 	<p>Provides substantial, sustained contributions to the University by:</p> <ul style="list-style-type: none"> - Participating actively and effectively in the University's system of shared governance through sustained, increasingly significant service on faculty committees and in other roles; - Advancing the University's ability to serve the needs of a diverse and non-traditional student body; - Successfully collaborating on more than one project with colleagues from other departments and across campus locations; - Effectively participating in planning and development of programs or services at the program, department, and/or college level; - Providing sponsorship or support of clinical student organizations; - Leading committees associated with program accreditation; - Conducting clinical faculty peer reviews, site visits, and mentoring faculty; - Leading curricular adaptation to facilitate student success on clinical board examinations; - Leading faculty through curricular adaptation to that it meets dynamic accreditation guidelines; - Leading the development of interprofessional learning opportunities; - Demonstrates sustained leadership by serving as chair of a committee (e.g., curriculum, applicant selection, admissions, university outreach, clinical team, accreditation preparation, diversity equity and inclusion). 	<p>Provides sustained leadership and significant contributions to the University by:</p> <ul style="list-style-type: none"> - Taking a substantial leadership role in the University's system of shared governance, by serving as an officer of the faculty senate, chair of senate committee, or chair of an important special committee; - Developing programs and outreach activities that significantly enhance the University's ability to serve the needs of a diverse and non-traditional student body; - Organizing and promoting collaborative efforts with colleagues across departments and campus locations; - Developing and implementing effective clinical programs or services at the department, college, and/or University-wide levels; - Serving effectively in a sustained leadership role with health care student organizations; - Serving as a role model by demonstrating sustained leadership in faculty development for medical education.