

1 CALIFORNIA STATE UNIVERSITY, LONG BEACH
2 COLLEGE OF HEALTH AND HUMAN SERVICES
3 REAPPOINTMENT, TENURE, AND PROMOTION (RTP) POLICY
4 Finalized December 23, 2009
5

6 The College of Health and Human Services (CHHS) and its faculty are committed to
7 providing high quality instruction, research and other scholarly and creative activities,
8 and service to their constituents. Furthermore, the CHHS promotes continued
9 professional growth of faculty in teaching, research and other scholarly and creative
10 activities, and service to the university, profession, and the community. With these
11 goals in mind, the college establishes this policy for the evaluation of tenured and
12 probationary faculty members eligible for reappointment, tenure, and promotion (RTP).
13 Evaluation of faculty at all levels of review shall take into consideration the diversity of
14 expertise within the CHHS and recognize this diversity as a source of strength that
15 enables the college to grow in stature.
16

17 In this College RTP Policy, portions of the University RTP Policy that are critical for
18 clarity and emphasis are inserted. All University RTP Policy insertions in the College
19 RTP Policy are presented in italics to distinguish clearly between the language of the
20 University and College policies. Portions of the University RTP Policy not inserted are
21 referenced by the section number used in the original University Policy.
22

23 **1.0 GUIDING PRINCIPLES**
24

25 **1.1 Mission and Vision**

26 *California State University, Long Beach is a diverse, student-centered, globally-*
27 *engaged public university committed to providing highly valued undergraduate*
28 *and graduate educational opportunities through superior teaching; research,*
29 *scholarly and creative activities (RSCA); and service for the people of California*
30 *and the world. CSULB envisions changing lives by expanding educational*
31 *opportunities, championing creativity, and preparing leaders for a changing*
32 *world. In service to the university's mission, the CHHS seeks to be nationally*
33 *and internationally recognized as an innovator and leader in community*
34 *connections, the discovery of knowledge, and for educating diverse students in*
35 *the health and human services professions.*
36

37 **1.2 Guiding Principles of Reappointment, Tenure, and Promotion**
38

39 **1.2.1** *A faculty dedicated to excellence in teaching, scholarly and creative*
40 *activity, and service is essential to accomplishing the articulated mission*
41 *and vision of both the university and the college. Faculty members*
42 *integrate the results of their RSCA into their teaching, thereby invigorating*
43 *and enhancing student learning. Faculty members are expected to make*
44 *significant and ongoing contributions to the academic unit (e.g., school,*
45 *department, or program), college, university, community, and the*
46 *profession.*

47 **1.2.2** *Decisions regarding RTP are among the most important made by*
48 *our university community. RTP decisions must be clear, fair, and*
49 *unbiased at all levels of review. Faculty achievements may differ from*
50 *those of colleagues yet still meet the standards for reappointment, tenure,*
51 *or promotion. The RTP process must ensure that excellence will be*
52 *rewarded and that faculty members who meet academic unit, college, and*
53 *university standards and expectations will have an opportunity for*
54 *advancement.*

55
56 **1.2.3** *Faculty members shall be evaluated on the quality of their*
57 *achievements and the impact of their contributions over the period of*
58 *review in: 1) instruction and instructionally related activities; 2) RSCA; 3)*
59 *service and engagement at the university, in the community, and in the*
60 *profession. All faculty members will be evaluated on the basis of all three*
61 *areas.*

62
63 **1.2.4** *This policy should not be construed as preventing innovation or*
64 *adjustment in workload (with respect to teaching, RSCA, or service) based*
65 *upon faculty expertise and accomplishment; academic unit and college*
66 *needs; and university mission.*

67
68 **1.2.5** *All faculty members are expected to demonstrate positive qualities*
69 *that reflect favorably on the individual, the academic unit, the college, and*
70 *the university. These qualities include high standards of professional,*
71 *collegial, and ethical behavior.*

72 73 **1.3 Governing Documents**

74
75 **1.3.1** *The college adopts this document pursuant to the mandate of the*
76 *Section 3.5 of the university RTP Policy (Policy Statement 09-10) and in*
77 *accordance with the CSU-CFA Collective Bargaining Agreement (CBA). If*
78 *any provision of this document conflicts with any provision within the CBA*
79 *or the university RTP Policy, the conflicting provision shall be severed*
80 *from the rest of this document, deemed void, and thereby rendered*
81 *inoperable.*

82
83 **1.3.2** *Academic units within the college shall adopt RTP policies that*
84 *elaborate on discipline-specific standards in all areas of evaluation. The*
85 *standards adopted at the academic-unit level shall not be lower than*
86 *university-level or college-level standards. If any provision of an academic*
87 *unit RTP Policy conflicts with any provision within the CBA, the university*
88 *RTP Policy, or the RTP policy of the CHHS, the specific conflicting*
89 *provision shall be severed from the rest of the academic unit's RTP Policy,*
90 *deemed void, and thereby rendered inoperable.*

92 **1.3.3** Collectively, the RTP policies of the university, college, and
93 academic unit shall be used to assess candidates' performance through
94 the stages of their academic progress.
95

96 **1.4 Obligations**

97 All participants in the RTP process are expected to comply with the policies set
98 forth in the university, college, and academic unit RTP policies. In order to be
99 considered for any RTP personnel action, candidates must submit an RTP file.
100

101 **1.5 Standards**

102 Recommendations from the RTP committees of academic units and the chairs or
103 directors of academic units (if submitted) shall evaluate evidence of a candidate's
104 strengths and weaknesses associated with each of the established standards,
105 not just merely restate or summarize the candidate's narrative. Evaluation(s)
106 shall include an analysis of the candidate's role, performance, and achievement
107 within the academic unit. Evaluation(s) of a candidate's record must be guided
108 by the principle that the higher the academic rank, the greater the expectation for
109 demonstrated excellence in teaching, scholarship, and service.
110

111 **1.6 Profiles of Academic Ranks**

112 RTP candidates shall be evaluated by applying specific criteria established by
113 each academic unit. Sections 5.0-5.5.2 of both the university and college RTP
114 policies profile the standards applicable to each academic rank. The RTP policy
115 of each academic unit applies these standards by using appropriate discipline-
116 specific criteria.
117

118 **1.7 Narrative**

119 In order to present their achievements in the most coherent intellectual and
120 professional context, candidates are required to present a written narrative
121 describing their work in each of the categories to be evaluated. The narrative is
122 intended to serve as a guide to reviewers in understanding the faculty member's
123 professional achievements.
124

125 **2.0 RTP AREAS OF EVALUATION**

126
127 In addition to following the minimum standards that have been developed by the
128 university and the college, *academic units are responsible for defining further the*
129 *standards of excellence and accompanying criteria for reappointment, tenure, and*
130 *promotion in their various disciplines, consistent with the mission and needs of both the*
131 *university and the college. RTP standards and criteria shall articulate expectations for*
132 *faculty accomplishments in all three areas of evaluation: 1) instruction and*
133 *instructionally related activities; 2) RSCA; and 3) service and engagement at the*
134 *university, in the community, and in the profession. The standards and criteria adopted*
135 *at the academic-unit level shall not be lower than standards specified in this document.*

136 **2.1 Instruction and Instructionally Related Activities**

137 *Faculty members are expected to demonstrate that they are effective teachers.*

138 *Instruction and instructionally related activities include teaching and fostering*
139 *learning inside and outside the traditional classroom. Instructionally related*
140 *activities include, but are not limited to: curriculum development; academic and*
141 *academic-unit advising; supervision of student research, fieldwork, laboratory*
142 *work; supervision of students in clinical settings; direction of student*
143 *performances and exhibitions; and related activities involving student learning*
144 *and student engagement. Additional instructional activities may include, but are*
145 *not limited to: mentoring students; taking students abroad for academic and*
146 *cultural study; and supervising students in the production of theses, projects, and*
147 *other capstone experiences.*
148

2.1.1 Instructional Philosophy and Practice

149 *Effective teaching requires that faculty members reflect on their teaching*
150 *practices and assess their impact on student learning. Thoughtful,*
151 *deliberate efforts to improve instructional effectiveness that may result in*
152 *adopting new teaching methodologies are expected of all faculty*
153 *members. Effective teaching also requires that faculty members engage*
154 *in professional development activities associated with classroom and non-*
155 *classroom assignments. Teaching methods shall be consistent with*
156 *course/curriculum goals and shall accommodate student differences.*
157

- 158
- 159 (a) Hallmarks of excellence in instructional philosophy and practice
160 which should be addressed in a candidate's narrative and
161 documented by supporting materials include, but are not limited to:
162
- 163 (1) Course materials that clearly convey to students, in behavioral
164 terms, the learning goals of the course and the relationship of
165 the course to the major and/or to general education.
166
 - 167 (2) Syllabi and course materials that clearly communicate course
168 requirements (including the semester schedule; assignments;
169 and grading practices, standards, and criteria), as well as the
170 purposes for which a course may be meaningful to students
171 (e.g., preparation for further courses, graduate school, or
172 employment; the intrinsic interest of the material; development
173 of civic responsibilities and/or individual personal growth).
174
 - 175 (3) Evidence of up-to-date instructional methods and materials that
176 are appropriate to the courses taught and foster student
177 learning.
178
 - 179 (4) Evidence of efforts to continually enhance teaching
180 effectiveness.
181
 - 182 (5) Positive teaching evaluations as assessed by peers who visit
183 the classroom to observe teaching style, breadth, depth, and

- 184 overall effectiveness. Such evaluations of classroom
185 performance may be conducted by peers from the academic
186 unit, the academic unit RTP Committee, the director or chair of
187 the academic unit, and/or faculty from other academic units with
188 relevant expertise who are approved by the academic unit RTP
189 Committee.
- 190
- 191 (A) Candidates for reappointment must provide evidence of
192 either continued improvement in teaching or a sustained
193 level of high-quality teaching.
- 194
- 195 (B) Candidates for tenure and/or promotion to the rank of
196 Associate Professor must provide evidence of a sustained
197 level of high-quality teaching.
- 198
- 199 (C) Candidates for promotion to the rank of Professor must
200 provide evidence that the candidate has reached a
201 consistent level of teaching excellence.
- 202
- 203 (b) Thoughtful and deliberate actions that produce continuous
204 improvement in teaching effectiveness are expected of all CHHS
205 faculty. This pattern of change should be described in the candidate's
206 narrative and documented by supporting materials. These actions
207 may include, but are not limited to, the following:
- 208
- 209 (1) Regular interactions with colleagues regarding various
210 pedagogical issues, classroom visits, and consultation on
211 course development.
- 212
- 213 (2) Developing innovative approaches to teaching; fostering
214 increased student learning in the classroom; and participating in
215 the evaluation of instructional effectiveness in order to improve
216 instruction.
- 217
- 218 (3) Involvement in programs of the CSULB Faculty Center for
219 Professional Development; teaching-development seminars or
220 conferences sponsored by the academic unit, college, university
221 or relevant professional organizations; and formal or informal
222 pedagogical coaching and/or other activities which contribute to
223 the development of improved teaching effectiveness.
- 224
- 225 (4) Development of new curriculum, instructional programs or
226 materials, including electronic or multimedia instructional
227 software or new advising materials or programs.
- 228 (c) All faculty members are expected to be actively involved in
229 instructionally-related activities outside the classroom in such areas

230 as academic advising, field trips, student mentoring, collaborative
231 research projects with students, thesis or project supervision, and
232 student recruitment and/or retention efforts.
233

2.1.2 Student Learning Outcomes

234 *Effective teaching requires that faculty members provide evidence of*
235 *student learning. Instructional practices and course materials shall clearly*
236 *convey to students expected student outcomes and learning goals.*
237 *Assessment methods should align with instructional practices.*
238

2.1.3 Student Response to Instruction

239 *In addition to evidence of teaching effectiveness as defined by academic*
240 *unit and college RTP policy documents, student course evaluations shall*
241 *be used to evaluate student response to instruction. Candidates shall*
242 *submit student evaluations in accordance with the requirements of the*
243 *RTP Policy of their academic unit.*
244

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- 246
- 247 (a) In developing their RTP policies, academic units are encouraged to
248 require:
- 249
- 250 (1) candidates for reappointment, tenure, and/or promotion to the
251 rank of Associate Professor to submit student evaluations from
252 all sections of all courses taught since their initial appointment;
253 and
254
- 255 (2) candidates for promotion to the rank of Professor to submit
256 student evaluations from all sections of all courses taught since
257 their last promotion review.
258
- 259 (b) Ratings by students must reflect a positive student perception of the
260 instructor's conveyance of knowledge, effort, availability,
261 organization, and attention to individual needs.
262
- 263 (c) While, on rare occasions, student evaluations might fall below the
264 usual standards of the academic units and/or the college for reasons
265 that should be explained in the candidate's narrative, overall, student
266 ratings of instruction are expected to be consistently favorable when
267 compared to academic unit and college averages. Academic units
268 within the college shall articulate this criterion.
269
- 270 (1) Student evaluations submitted by candidates for reappointment
271 must evidence either continued improvement in teaching or a
272 sustained level of high-quality teaching.
273
- 274 (2) Student evaluations submitted by candidates for tenure and/or
275 promotion to the rank of Associate Professor must evidence of a

276 sustained level of high-quality teaching.

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278 (3) Student evaluations submitted by candidates for promotion to
279 the rank of Professor must evidence that the candidate has
280 reached a consistent level of teaching excellence.

281

282 (d) Student course evaluations alone do not provide sufficient evidence
283 of teaching effectiveness. Utilization of the university standard
284 evaluation form is only one method of presenting student response to
285 learning and teaching effectiveness. Importantly, any single item on
286 this form—or the entire form, by itself and in isolation from other
287 information—does not provide sufficient evidence of effective
288 instructional philosophy and practices. For this reason, candidates
289 must present other information, such as their syllabi, grade
290 distributions, and peer evaluations of instruction.

291

292 **2.2 Research, Scholarly, and Creative Activities (RSCA)**

293 *Faculty members are expected to make significant and ongoing contributions of*
294 *substance in RSCA throughout their careers. All faculty members are expected*
295 *to produce quality RSCA achievements that contribute to the advancement,*
296 *application, or pedagogy of the discipline or interdisciplinary studies. Examples*
297 *of RSCA may include, but are not limited to: books, journal articles that are*
298 *reviewed by professional peers, scholarly book chapters that are reviewed by*
299 *professional peers, scholarly presentations, software and electronically published*
300 *documents, artistic exhibits or performances, and awarded grants or contracts,*
301 *as required by their individual academic units.*

302

303 **2.2.1 Variability Across Disciplines**

304 Academic disciplines vary in the meaning, scope, and practice of RSCA.
305 Consistent with University expectations of all faculty members, RTP
306 candidates within the CHHS must demonstrate achievements in the area
307 of research and scholarly/creative activities. These achievements must be
308 consistent with both the standards contained in this Policy and the
309 discipline-specific criteria established in the RTP policies of their
310 respective academic unit(s). When developing such policies, academic
311 units shall incorporate the standards specified below in subsections 2.2.2
312 and 2.2.3.

313

314 **2.2.2 Research**

315 Consistent with university expectations of all faculty members, candidates
316 for reappointment, tenure, and/or promotion are required to engage in a
317 sustained program of quantitative, qualitative, clinical, and/or other
318 discipline-appropriate research, as well as other scholarly and creative
319 activities consistent with the specific requirements in the RTP policy of
320 their academic units.

321

- 322 (a) As used in this document, “research” involves scientific, clinical,
323 social scientific, or other discipline-appropriate investigative methods
324 (such as, where appropriate, legal or policy analysis, clinical practice
325 scholarship, or secondary data analysis) that rely on or are derived
326 from data that were obtained by means of observation or experiment
327 or qualitative research methods such as critical and interpretive
328 theory.
329
- 330 (b) Other forms of scholarly and creative activity (e.g., literature reviews,
331 book reviews, and article reviews) are valued and strengthen the
332 candidate’s portfolio. These types of scholarly and creative activities
333 alone are insufficient to meet the college RSCA standards required
334 for favorable reappointment, tenure, and promotion decisions in the
335 absence of other research conducted by the candidate.
336
- 337 (c) Securing external funds to support scholarly research is an important
338 and highly valued contribution to the scholarly process. External
339 funding benefits the University, the College, academic units, faculty
340 members, and students. Accordingly, faculty members are
341 encouraged to apply for external funds that support research and
342 scholarly activity (e.g., grants, fellowships, contracts, awards,
343 stipends). However, neither application for nor receipt of sponsored
344 research funds shall be viewed as a prerequisite for reappointment,
345 tenure, or promotion to any rank.
346
- 347 (d) Candidates may strengthen their required program of RSCA with
348 editorial or reviewer assignments in recognized professional
349 publications, including journals, newsletters, or electronic media;
350 appointments to review panels for grants, fellowships, contracts,
351 awards; assignments as a referee; creation of software and/or
352 electronic documents, especially if these receive favorable notice or
353 reviews from professional peers.
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2.2.3 Dissemination of RSCA

Consistent with university expectations of all faculty members, candidates for reappointment, tenure, and/or promotion are required to disseminate their research and other scholarly and creative activities to appropriate audiences through discipline-specific (or relevant interdisciplinary), peer reviewed publications and scholarly presentations. In their RTP policies, academic units shall explain their disciplinary norms and standards for the production and dissemination of RSCA as well as specific criteria for evaluating the quantity and quality of candidates' RSCA contributions.

- (a) Publication of scholarly and creative works in peer reviewed journals is required of all candidates. The RTP policy of each academic unit shall detail the unit's specific publication requirements.
- (b) Conference proceedings and presentations strengthen a candidate's scholarly portfolio for reappointment, tenure, and promotion to any rank.

2.3 Service

Quality service contributions and activities are necessary to ensure and enhance the quality of programs and activities at the university, in the community, and in the profession.

2.3.1 Range and Depth of Service Commitments

All CHHS faculty members are required to participate collegially, constructively, and respectfully in the process of faculty governance through service to their academic units, the college, and the university. Additionally, CHHS faculty members are expected to provide quality service and leadership in the community and/or to the profession.

- (a) The expectations regarding the depth of service involvement depend upon faculty rank and experience.
 - (1) During the first three years of probationary appointment, faculty members are not required to participate in college and university service; however, they are expected to perform quality service at the academic unit level.
 - (2) For tenure and promotion to the rank of Associate Professor, faculty members are required to make quality service contributions to their academic unit and to the college. Additionally, candidates for tenure and promotion to the rank of Associate Professor must have made quality service contributions to the community and/or to the profession.

400 (3) For promotion to the rank of Full Professor (consistent with
401 Section 5.4 of the University RTP policy and Section 5.4 of this
402 Policy governing the CHHS), faculty members are required to
403 have provided significant, quality service and leadership in their
404 academic unit, colleges, and at the university, as well as a
405 sustained pattern of quality service contributions either in the
406 community or to the profession. In their RTP policies, academic
407 units shall articulate the requirement for “significant, quality
408 service and leadership” within the context of their specific
409 program, department, or school.

410
411 (b) If a faculty member engages in service to the community, this service
412 must directly involve the academic expertise of the faculty member.
413 Such community service may include consulting with schools; health
414 and human services agencies and organizations; local, state, federal,
415 or foreign governments; and/or community organizations. Academic
416 units must make clear the types of community service that are
417 appropriate to their discipline, as well as the criteria for the evaluation
418 of quality community service.

419
420 (c) Service to the profession may include leadership positions,
421 workshops, speeches, media interviews, articles, and/or editorials;
422 performances and/or displays; and/or elected professional offices.
423 Academic units must make clear the types of professional service
424 that are appropriate to their discipline, as well as the criteria for the
425 evaluation of quality professional service.

426 427 **2.3.2 Quality of Service Commitments**

428 The quality of contributions to service is fundamental to meeting the
429 requirements specified above in Section 2.3.1. Academic units shall
430 specify criteria appropriate to their academic missions that meet or exceed
431 the standards for service set forth in this Policy.

432 433 **2.4 Evaluation of Service**

434 435 **2.4.1 Candidate’s Responsibility**

436 The candidate must provide a documented narrative of his or her service
437 contributions. It is incumbent on the candidate to describe the above
438 evaluative criteria in his/her narrative.

439
440 (a) Candidates shall summarize their contributions to committee and
441 council work and to other processes of faculty governance in addition
442 to documenting their attendance and participation.

443
444 (b) Candidates shall provide official correspondence from community
445 organizations and/or professional societies or associations attesting

446 to the candidates' participation and/or any leadership roles in such
447 organizations.

448

449 **2.4.2 Quality of Participation**

450 The evaluation of service shall be based on the quality and significance of
451 the service activity. Relevant factors include, but are not limited to, the
452 nature of the service commitment; the degree to which the activity
453 contributes to the mission of the University, College, and/or academic unit;
454 the depth/extent of the candidate's involvement and contribution to the
455 service activity; and the degree of the candidate's leadership in the service
456 activity.

457

458 **3.0 RESPONSIBILITIES IN THE RTP PROCESS**

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460 *Participants in the RTP process include the candidate, the academic unit, the academic*
461 *unit RTP committee, the chair or director of the academic unit, the college RTP*
462 *committee, the Dean, the Provost, and the President. In addition, there may be external*
463 *reviewers participating in the RTP process. For details on conducting external*
464 *evaluations, see the Academic Senate policy on external evaluations.*

465

466 The Collective Bargaining Agreement (CBA) allows faculty, students, academic
467 administrators, and the President to provide information concerning the candidate
468 during the open period.

469

470 *Deliberations on reappointment, tenure, and promotion shall be confidential. Access to*
471 *materials and recommendations pertaining to the candidate shall be limited to the RTP*
472 *candidate, the RTP committee of the academic unit, the chair or director of the*
473 *academic unit, the college RTP committee, the Dean, the Provost, Associate Vice*
474 *President for Faculty Affairs (as an appropriate administrator), and the President (see*
475 *CBA). In addition, external reviewers, if any, shall have access to appropriate materials*
476 *for evaluation.*

477

478 **3.1 Candidate**

479 *A candidate for RTP shall make every effort to seek advice and guidance from*
480 *the chair or director of his/her academic unit, particularly regarding the RTP*
481 *process and procedures and how criteria and standards are applied. The*
482 *candidate has the primary responsibility for collecting and presenting the*
483 *evidence of his or her accomplishments. The candidate's documentation must*
484 *include all information and supporting materials specified in all applicable RTP*
485 *policies. The candidate must clearly reference and explain all supporting*
486 *materials.*

487

488 *The candidate shall submit a narrative that describes his or her goals and*
489 *accomplishments during the period of review, including a clear description of the*
490 *quality and significance of contributions to the three areas of review: 1)*
491 *instruction and instructionally related activities; 2) RSCA; and 3) service. It is*
492 *recommended that the narrative be between 8 and 25 double-spaced, single-*

493 sided pages in 12-point font with one-inch margins. *The candidate shall provide*
494 *all required supplemental documentation, including summary sheets from student*
495 *evaluations and an index of all supplementary materials. The candidate shall*
496 *provide all prior RTP reviews and periodic evaluations over the full review period,*
497 *including candidate's responses or rebuttals, if any.*
498

499 **3.2 Academic Unit RTP Policy**

500 *Each academic unit shall develop and articulate specific standards and criteria to*
501 *be applied in the evaluation of candidates in all three areas of evaluation.*

502 *Academic unit standards shall not be lower than the university- and college-level*
503 *standards. The RTP policy of each academic unit is subject to ratification by a*
504 *majority of voting tenured and probationary faculty members in the specific*
505 *academic unit and to approval by the college faculty council, the Dean, and the*
506 *Provost. Academic unit RTP policies shall be subject to regular review by the*
507 *academic unit's tenured and probationary faculty.*
508

509 **3.3 Academic Unit RTP Committee**

510 *The academic unit RTP committee has the primary responsibility for evaluating*
511 *the candidate's work and makes the initial recommendation to the college RTP*
512 *committee regarding reappointment, tenure, and promotion. Academic unit RTP*
513 *committee members are responsible for critically analyzing the candidate's*
514 *performance by applying the criteria of the academic unit. The committee shall*
515 *forward its evaluation and recommendation with supporting materials to the*
516 *college RTP committee.*
517

518 **3.3.1 Election of Committee**

519 *The tenured and probationary faculty members of an academic unit elect*
520 *representatives to their unit's RTP committee.*
521

- 522 (a) The committee must be comprised of at least three (3) tenured, full-
523 time faculty members. Committees reviewing applications for
524 reappointment, tenure, and/or promotion to the rank of Associate
525 Professor may be comprised of tenured Associate and Full
526 Professors. Committees reviewing applications for promotion to the
527 rank of Professor must be comprised of tenured Full Professors.
528
- 529 (b) Persons on difference-in-pay leave or sabbatical for any part of the
530 academic year may serve on an academic unit RTP committee.
531
- 532 (c) *Faculty participating in the Faculty Early Retirement Program (FERP)*
533 *may serve on the RTP committees of academic units if elected by a*
534 *majority vote of tenured and probationary faculty members of the*
535 *academic units and approved by the President. However, academic*
536 *unit RTP committees may not be made up solely of faculty*
537 *participating in the FERP.*
538

539 (d) Chairs or directors of academic units may serve as members of their
540 unit RTP committee, if elected. However, if they serve as a member
541 of the academic unit RTP committee, they may not make a separate
542 recommendation pursuant to Section 3.4 of this document.
543 Moreover, to avoid conflicts of interest, chairs or directors of
544 academic units may not sit with an academic unit RTP committee
545 during the time that it is considering his or her own materials for
546 reappointment, tenure, or promotion.
547

548 **3.3.2 Committee Composition**
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550 (a) Members of academic unit RTP committees who participate in
551 promotion recommendations must not only be tenured, but also must
552 have a higher rank than the candidate(s) being considered.
553 Moreover, they must not themselves be candidates for promotion.
554
555 (b) Within each academic unit, all RTP recommendations shall be
556 considered by the same committee. However, there may be different
557 committees for different kinds of RTP matters. For example, one
558 committee comprised of three faculty members at the rank of
559 Associate Professor might consider all candidates within the
560 academic unit who are eligible for reappointment, tenure and
561 promotion to the rank of Associate Professor. A second committee
562 comprised of three faculty members with the rank of Professor might
563 consider only candidates eligible for promotion to the rank of
564 Professor.
565

566 **3.3.3 Responsibility and Accountability**
567

568 (a) The initial responsibility to ensure compliance with RTP policies and
569 deadlines rests with the candidate. Candidates are expected to
570 furnish necessary and relevant evidence to support their applications,
571 and to provide this information in accordance with established
572 deadlines.
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574 (b) Candidates may request a meeting to review recommendations with
575 both the academic unit RTP committee and the chair or director of
576 their academic unit. Candidates have the contractual right to respond
577 in writing to these recommendations.
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3.3.4 Prohibition on Multiple Levels of RTP Review

No one individual may participate in the evaluation of any single candidate in more than one level of review.

3.3.5 Ad Hoc Committees

If fewer than the required number of members, as specified in the academic unit RTP policy or this document, are eligible from the academic unit, then additional members from outside the academic unit shall be selected in accordance with the following procedure:

- (a) Nominees may be from any school or college within the university provided that they have some familiarity with the RTP candidate's discipline or area of expertise.
- (b) After prospective nominees have granted their permission to stand for election to an ad-hoc RTP Committee, the academic unit shall submit the names of all candidates for election to the unit's RTP committee and then conduct an election.

3.3.6 Joint Appointments

Joint appointments shall be evaluated by a committee composed of members of each academic unit served by the person being evaluated. The joint-appointment RTP committee shall be composed of members currently elected to each academic unit's RTP committee. This committee shall use the existing criteria of each academic unit to evaluate the individual holding joint appointment pursuant to item VI, Academic Senate Policy Statement 94-11.

3.4 Chair or Director of the Academic Unit

The chair or director of the academic unit (hereinafter referred to as "the chair") is responsible for communicating the academic unit, college, and university policies to candidates. The chair also provides ongoing guidance to candidates as to whether their performance is consistent with academic unit expectations. The chair, in collaboration with college and/or academic unit mentors, is responsible for talking with candidates about their overall career development and providing professional mentoring.

3.4.1 Meeting with Committee

The chair shall meet with the academic unit RTP committee prior to the beginning of the academic unit evaluation process to review the academic unit, college, and university processes and procedures.

623 **3.4.2 Optional Independent Evaluation by Director or Chair**

624 Directors or *chairs* of academic units *may write independent evaluations of*
625 *all RTP candidates unless the director or chair is elected to the RTP*
626 *committee of their academic unit. However, in promotion considerations, a*
627 *director or chair must have a higher rank than the candidate being*
628 *considered for promotion in order to contribute a review or participate on a*
629 *review committee. In no case may a director or chair participate in the*
630 *evaluation of any single candidate in more than one level of review.*

631
632 **3.4.3 Candidate's Rights**

633 At all levels of review, before recommendations are forwarded to a
634 subsequent review level, candidates shall be given a copy of the
635 recommendation. The candidate may submit a rebuttal statement or
636 response in writing and/or request a meeting be held to discuss the
637 recommendation within ten (10) days following receipt of the
638 recommendation. A copy of the response or rebuttal statement shall
639 accompany the candidate's file and also be sent to all previous levels of
640 review. This section shall not require that evaluation timelines be
641 extended.

642
643 **3.5 College RTP Policy**

644 This document serves as the official college RTP policy. It shall be interpreted to
645 ensure consistency of standards across the college to the maximum extent
646 possible in light of the breadth of disciplinary diversity and expertise within the
647 CHHS.

648
649 **3.5.1 Ratification**

650 The college RTP policy is subject to ratification by a majority of voting
651 tenured and probationary college faculty members with the CHHS, and to
652 approval by the Dean and the Provost.

653
654 **3.5.2 Review for Currency**

655 The college RTP policy shall be subject to regular review by the tenured
656 and probationary faculty of the college.

657
658 **3.6 College RTP Committee**

659 *The college RTP committee reviews the materials submitted by the candidate,*
660 *the RTP committees of academic units within the college, and, when submitted,*
661 *the evaluations and recommendations of chairs or directors of academic units.*

662
663 **3.6.1 Duties**

664 The college RTP committee shall conduct evaluations of all candidates'
665 files in accordance with Section 3.6.6 of this document, which shall include
666 a recommendation to the college Dean for a personnel action in
667 accordance with the provisions of Section 3.6.7 of this document.
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3.6.2 Membership

The college RTP committee shall consist of five (5) tenured, full-time faculty members, each of whom holds the rank of Professor.

3.6.3 Election, Service, and Terms

- (a) Members of the college RTP committee shall be elected by secret ballot of the college faculty.
- (b) There shall be no more than one member from any one academic unit.
- (c) Members shall serve staggered, two-year terms.
- (d) Members shall not serve more than two consecutive two-year terms (i.e., more than four consecutive years). After one year has elapsed, an individual is again eligible to be elected to serve on the college RTP committee.

3.6.4 Vacancies

In the event that one or more vacancies occur in unexpired terms of the college RTP committee, either a meeting of the college faculty shall be called for the purpose of securing nominations, or nominations shall be solicited via a nominating ballot executed by the office of the Dean of the college. If there are unexpired terms of differing lengths, the nominee(s) who receive(s) the most votes shall serve the longest term(s).

3.6.5 Chair

A chair shall be elected from among the members of the college RTP committee.

3.6.6 Review and Evaluation of Candidates' Files

- (a) The college RTP committee shall evaluate all candidates' files in accordance with standards established in the RTP policies of the academic unit, the college, and the university.
- (b) The college RTP committee shall take into serious account the academic unit's specific standards for evaluating the candidate.
- (c) The college committee shall prepare and forward an independent, written evaluation to the college Dean concerning each RTP candidate. The evaluation must conclude with a personnel action recommendation in accordance with the provisions of Section 3.6.7 of this document.

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3.6.7 Recommendations

- (a) For all candidates seeking reappointment or tenure, the college RTP committee shall review the recommendation of the applicable academic unit as part of its evaluation of the candidate and recommend whether reappointment or tenure should be granted or denied.
- (b) For all candidates seeking promotion, the college RTP committee shall review the recommendation of the applicable academic unit and make a positive or negative recommendation with respect to the proposed action.
- (c) The college RTP Committee shall forward to the Dean the entire candidate file, including its own evaluations and recommendations and those from the academic unit.
- (d) The college committee shall inform all candidates of the committee’s recommendation in writing.

3.7 Dean of the College

The Dean has a unique role in providing oversight and guidance in the RTP process within the college.

3.7.1 General Responsibilities

The Dean mentors the chairs and directors of academic units regarding their roles in the RTP process; encourages academic units to develop and clarify their expectations for faculty performance; provides clear guidance to the college RTP committee; and ensures that all evaluations are carried out in accordance with the policies of the academic unit, the college, and the university. The Dean ensures that standards across the college are maintained.

3.7.2 Responsibilities with Regard to RTP Recommendations

The Dean shall review the candidate’s file, including all prior evaluations and recommendations from academic units and the college RTP committee, and provide a written, independent recommendation to the Provost based upon the three areas of evaluation listed earlier in Sections 2.1 to 2.3.3.

3.8 Provost and Senior Vice President for Academic Affairs

The Provost provides oversight for the university’s RTP process, establishes the annual calendar of the RTP cycle, provides training for committees, chairs, and deans, and distributes relevant information to prospective candidates, chairs, deans, and members of college and academic units’ RTP committees.

761 *The Provost shall review the candidate's file, including all prior evaluations, and*
762 *make a final recommendation.*

763

764 **3.9 President**

765 *The President has the authority to make final decisions for the university with*
766 *respect to reappointment, tenure, and promotion. The President may delegate*
767 *this authority to the Provost.*

768

769 **4.0 TIMELINES FOR THE RTP PROCESS**

770

771 *All tenured and probationary tenure-track faculty members undergo performance review*
772 *and evaluation. Probationary faculty members are evaluated each year. During years*
773 *when the candidate is not being reviewed for reappointment, tenure, and/or promotion,*
774 *the candidate will undergo periodic review. Tenured faculty members are evaluated*
775 *every five (5) years.*

776

777 *The following timelines apply to candidates who are appointed at the rank of Assistant*
778 *Professor with no service credit; actual timelines may vary according to level of*
779 *appointment and service credit.*

780

781 **4.1 Evaluation of Probationary Faculty for Reappointment**

782

783 **4.1.1 Periodic Review**

784 *In the first year and second years of service, as well as in successive*
785 *probationary years during which a candidate is not being reviewed for*
786 *reappointment, tenure, or promotion, the annual evaluation takes the form*
787 *of a periodic review. The periodic review is conducted by the academic*
788 *unit RTP committee, the chair or director of the academic unit, and the*
789 *college Dean. The periodic review provides guidance for professional*
790 *development, especially with regard to the candidate's progress toward*
791 *reappointment and, later, tenure. Thus, periodic reviews shall commend*
792 *probationary faculty member for meeting or exceeding expectations in the*
793 *relevant areas of review, while providing written guidance for making*
794 *improvements in areas which need strengthening.*

795

796 **4.1.2 Reappointment Review**

797 *In the third year of service, the annual evaluation takes the form of a*
798 *reappointment review. Successful candidates are reappointed for one,*
799 *two, or three years.*

800

801 **4.2 Evaluation of Probationary Faculty for Tenure and Promotion**

802 *In the first and second years of reappointment (or fourth and fifth years of*
803 *continuous service), the annual evaluation takes the form of a periodic or*
804 *reappointment review, as appropriate. In the third year of reappointment (or the*
805 *sixth year of continuous service) the annual evaluation takes the form of a tenure*
806 *review, which may also be a review for promotion.*

807
808 *A probationary faculty member may request consideration for early tenure and*
809 *promotion prior to the scheduled sixth year review. This process is discussed*
810 *under Section 5.5.*

811
812 **4.3 Evaluation of Tenured Faculty for Promotion**

813 *An Associate Professor becomes eligible for promotion review to the rank of*
814 *Professor in the fifth year at the associate rank. A tenured Associate Professor,*
815 *however, may opt to seek early promotion to the rank of Professor prior to the*
816 *fifth year in rank in accordance with the provisions of Section 5.5.*

817
818 *A tenured faculty member may choose not to be evaluated for promotion in a*
819 *given year; however, the faculty member will still be required to undergo the five-*
820 *year periodic evaluation of tenured faculty as outlined in relevant Academic*
821 *Senate policy documents.*

822
823 **5.0 APPOINTMENT AND PROMOTIONAL LEVEL CRITERIA**

824
825 *Candidates for reappointment, tenure, and promotion will be evaluated in all three*
826 *areas: 1) instruction and instructionally related activities; 2) RSCA; and 3) service.*

827
828 **5.1 Reappointment Consideration for Probationary Faculty**

829 *The candidate must have completed at least one periodic evaluation and must*
830 *demonstrate that he or she is making significant progress toward tenure. Based*
831 *upon criteria established by the academic unit and the college, a candidate for*
832 *reappointment must show evidence of quality in all three areas of evaluation.*

833
834 *The candidate for reappointment is expected to demonstrate effective teaching*
835 *that is responsive to the learning needs of CSULB's diverse students and to the*
836 *university's educational mission. The candidate is expected to show progress in*
837 *his or her program of ongoing RSCA and to have produced initial scholarly and*
838 *creative achievements. The candidate is expected to have made service*
839 *contributions primarily at the academic unit level and consistent with academic*
840 *unit and college service expectations.*

841
842 **5.2 Awarding of Tenure**

843 *The awarding of tenure represents the university's long-term commitment to a*
844 *faculty member and is granted when the candidate has demonstrated the ability*
845 *to make ongoing and increasingly distinguished professional contributions to the*
846 *university and to the profession.*

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Tenure is based on a candidate demonstrating a sustained record of high quality over multiple years and evidence leading to the belief that a candidate will continue being productive. Tenure is not based solely on the quantity of scholarly output, courses taught, or committees on which one has served.

The candidate must present evidence of meeting the required tenure criteria in all three areas of evaluation as established in the RTP policies of the academic unit, college, and the university. For review of an Assistant Professor, tenure and promotion to the rank of Associate Professor normally are awarded together.

5.3 Appointment/Promotion to Associate Professor

An Associate Professor is expected to be an excellent teacher who is highly effective in the classroom, fosters quality learning experiences, and is responsive to the needs of CSULB's diverse students and to the university's educational mission. At this rank, the faculty member is expected to have a successful and ongoing program of RSCA. The candidate is expected to have produced high-quality peer reviewed work, which contributes to the advancement, application, or pedagogy of his or her discipline or interdisciplinary fields of study. The candidate is expected to have made high-quality service contributions to the university or the expanded community.

5.4 Appointment/Promotion to Professor

Standards for promotion to the rank of Professor shall be higher than standards for promotion to Associate Professor. A Full Professor is expected to demonstrate a consistent record of excellence in teaching, student engagement, and curricular development. The successful candidate will have a proven program of RSCA that includes high quality contributions to the advancement, application, or pedagogy of his or her discipline or interdisciplinary fields of study. The candidate is expected to have disseminated a substantial body of peer reviewed work at the national or international levels. In addition, a Full Professor shall have provided significant service and leadership at the university, as well as either in the community or to the profession.

5.5 Early Tenure or Early Promotion

A potential candidate shall receive initial guidance from the chair or director of his or her academic unit and the Dean regarding the criteria and expectations for early tenure and early promotion. Early tenure and early promotion are granted only in exceptional circumstances and for compelling reasons. Assistant Professors may apply for early promotion, early tenure, or both. A candidate applying for early tenure is expected to meet all criteria for early promotion to the rank of Associate Professor. Tenured Associate Professors may apply for early promotion to the rank of Full Professor. However, non-tenured faculty members who hold the rank of Associate Professor may not apply for early promotion to Full Professor without also seeking early tenure.

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5.5.1 Early Tenure

Early tenure may be granted in rare cases when a candidate demonstrates a record of distinction in all three areas and superior accomplishments significantly beyond what is expected for tenure on the standard six-year timeline. The candidate's record must establish compelling evidence of distinction in all areas and must inspire confidence that the pattern of strong overall performance will continue.

In addition, candidates for early tenure are encouraged to participate in the external evaluation process according to the Academic Senate policy on external evaluation.

5.5.2 Early Promotion

In order to receive a favorable recommendation for early promotion to associate professor or Full Professor, a candidate must achieve a record of distinction in all three areas of evaluation that clearly exceeds in substantial ways the requirements established in the academic unit and college policies.

In addition, candidates for early promotion are encouraged to participate in the external evaluation process according to the Academic Senate policy on external evaluation.

Candidates for early promotion to associate professor are normally also candidates for early tenure. In rare instances, the university may decide that a candidate's achievements merit promotion to the rank of associate professor without a concomitant awarding of tenure. This decision represents the belief that a candidate has produced a body of work sufficient for promotion, but has not yet fully demonstrated the sustained record upon which tenure is based.

6.0 STEPS IN THE RTP PROCESS

6.1 *The Division of Academic Affairs determines the timelines for the RTP process, including deadlines for the submission of the candidate's materials, dates for the open period, completion of all RTP reviews by all review levels, and final decision notification to the candidate. The deadlines for notification of final actions shall be consistent with the requirements of the CSU-CFA Collective Bargaining Agreement (CBA).*

6.2 *The Division of Academic Affairs notifies all faculty members of their eligibility for review and specifies items required to be provided by all candidates.*

6.3 *Academic units shall post in their offices a list of candidates being considered for reappointment, tenure, or promotion, following timelines and guidelines for the open period provided by the Office of Academic Affairs and consistent with the*

939 requirements of the CBA. A copy of all information submitted shall be provided to
940 the candidate. The chairperson of the academic unit RTP committee prepares an
941 index of the materials submitted during the open period to be included in the
942 candidate's file.

943
944 **6.4** Candidates prepare materials for review and deliver them to the academic
945 unit RTP committee by the deadline.

946
947 **6.5** The academic unit RTP committee reviews the candidate's materials and,
948 using the standard university form, provides a written evaluation and
949 recommendation to the next level of review by the deadline.

950
951 **6.6** The chair or director of the academic unit, if eligible and if not an elected
952 member of the academic unit RTP committee, may review the candidate's
953 materials and may provide an independent written evaluation and
954 recommendation to the next level of review by the deadline.

955
956 **6.7** The college RTP committee reviews the candidate's materials and provides
957 an independent written evaluation and recommendation to the next level of
958 review by the deadline.

959
960 **6.8** The Dean reviews the candidate's materials and provides an independent
961 written review and recommendation to the Provost by the deadline.

962
963 **6.9** The Provost reviews the candidate's materials and provides an independent
964 written review and recommendation to the President. The President has the
965 authority to make final decisions for the university with respect to reappointment,
966 tenure, and promotion. The President (or Provost as designee) notifies the
967 candidate of the final decision regarding reappointment, tenure, and/or promotion
968 by the deadline.

969
970 **7.0 ADDITIONAL PROCESSES**

971
972 **7.1** Prior to the final decision, candidates for promotion may withdraw without
973 prejudice from consideration at any level of review (see CBA). This provision also
974 applies to candidates for early tenure.

975
976 **7.2** If, at any time during the review process, the absence of required evaluation
977 documents is discovered, the RTP package shall be returned to the level at
978 which the requisite documentation should have been provided. Such materials
979 shall be provided in a timely manner.

980
981 **7.3** At each level of review, the candidate shall be given a copy of the
982 recommendation, which shall state in writing the reasons for the
983 recommendation, before the recommendation is forwarded to the next review
984 level. The candidate shall have the right to provide a rebuttal/response in writing

985 *no later than ten (10) calendar days following receipt of the recommendation. A*
986 *copy of all of the candidate's rebuttal/responses shall be forwarded to the next*
987 *level of review, as well as to any previous review levels.*

988
989 **7.4** *The candidate or evaluators at each level of review may request an external*
990 *evaluation, consistent with Academic Senate policy on external evaluations.*

991 **8.0 APPROVAL OF AND CHANGES TO THIS RTP POLICY**

992 **8.1 Ratification**

993
994 Pursuant to Section 3.5.1, this policy must be approved the CHHS faculty under
995 the terms and conditions specified in Sections 8.3.1 to 8.3.3 below.

996 **8.2 University Approval of this Document**

997
998 The RTP policies and procedures of the academic units and the college are
999 subject to the review and approval of the Provost.

1000 **8.3 Amendments**

1001
1002 Amendments to this document may be initiated by the College Faculty Council,
1003 the Council of Chairs, the College RTP Committee, or by a petition signed by
1004 fifteen percent (15%) of the entire full-time tenured and tenure-track faculty of the
1005 College of Health and Human Services. Upon receiving a petition so initiated, the
1006 Dean shall communicate the proposed amendment(s) to the college faculty at
1007 least two weeks prior to voting.

1008 **8.3.1 Voting**

1009
1010 Voting on amendments shall be by secret ballot of the preceding
1011 academic year of adoption, and shall comply with the policy as identified in
1012 the CBA.

1013 **8.3.2 Majority Approval Required**

1014
1015 To become effective, all proposed amendments shall require a majority of
1016 the ballots cast by eligible voters and the approval of the Dean and the
1017 Provost.

1018 **8.3.3 Voting Rights**

1019
1020 Tenured and tenure-track faculty in the CHHS, including those on leave
1021 and those participating in the Faculty Early Retirement Program (FERP)
1022 during a semester of active service, are eligible to vote on RTP policy
1023 matters.
1024