

# **CALIFORNIA STATE UNIVERSITY, LONG BEACH**

**Department of Health Science**

**College of Health and Human Services**

## **RETENTION, TENURE, AND PROMOTION POLICY**

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**Approved by Department Faculty: October 10, 1997**

**Approved by College RTP Committee:**

**Approved by College Dean:**

**Approved by Vice President for Faculty & Staff Relations:**

**Note:**

- a) The issue of joint appointments needs to be addressed**
- b) Preamble needs to be added to the beginning of this document**

**Department of Health Science**

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**RETENTION, TENURE, AND PROMOTION POLICY**

**Preamble**

In its quest to achieve its mission, the Health Science Department values teaching, scholarship, and service activities from its faculty members. Teaching is the primary and most essential activity of departmental faculty. Research, grants, contracts, and research proposals are an essential part of the faculty activity within the Health Science Department. However, the nature of the practice of public health education necessitates that faculty participate in the development of training and program grants and other activities such as evaluative research and service. The nature of our mission extends the service activities of its faculty members to public health community agencies and other organizations engaged in the areas of health and human service. Accordingly, collaboration and collaborative activities within the department, the College of Health and Human Services, the university, and the larger community are highly weighted and valued for all RTP purposes. Because currently there is very little and inadequate compensation and support for administrative services, the time and energy spent by faculty members in discharging these services have to be adequately recognized in this department.

The process involved in developing a department RTP document is evolutionary in nature. The RTP document will be subjected to continuous discussion/review and revision depending on the changing mission of the university, college, and department. The interpretation of the relative value of each item under the three categories of teaching, scholarship and service are left to the department RTP committee.

## **THE MISSION OF HEALTH SCIENCE DEPARTMENT**

The mission of Health Science Department and its graduate programs are to aid and encourage students' development into competent professionals and life-long learners who are responsible for community health/public health disciplines, including health education and related areas. The program fosters the development of health professionals who are person-centered, and sensitive to the diverse qualities and the changing face of the health care delivery system of our society. Upon graduation, our students are able to facilitate the physical, psychological, and social well being of people individually and collectively in a multi-cultural, multi-ethnic metropolitan context. Within this mission, the goals of the department are to: (1) contribute to the development of a competent student body and faculty; (2) develop strong teaching and research or scholarship programs; and (3) maintain linkages with professionals, academics and the community at large.

## **1.0 GENERAL PRINCIPLES**

### **1.1**

The basic governing documents are the Memorandum of Understanding, and University Policy Statement 96-12 or its successor. The College of Health and Human Services RTP document amplifies these documents and adds provisions applicable to the College of Health and Human Services and its departments. The purpose of the department RTP document is to further amplify and clarify how the aforementioned criteria are applied at the departmental level for the purpose of evaluating the Health Science Department faculty members for retention, tenure, and promotion.

### **1.2 Obligations**

The initiative in the RTP process shall be a shared responsibility of the individual candidate and the other faculty members of the department. The reputation, success, and credibility of the department are directly related not only to the quality of the candidates recommended, but also to the professionalism and diligence with which the Department RTP Committee discharges its responsibilities in evaluating and presenting the evidence to support its recommendations. Candidates are therefore expected to furnish necessary, complete, and relevant evidence for evaluation.

### **1.3 Standards**

As noted in the vision and mission statements, the Health Science Department values persons of various talents and specialties. Recommendations from the department RTP process shall summarize evidence of a candidate's strengths, weaknesses and uniqueness under each of the established criteria. These recommendations should include a qualitative and quantitative analysis of the candidate's special role, performance, and achievement within the academic

areas, and its consistency with the mission of the department. Candidates are rarely outstanding in all categories, and may in fact possess extraordinary talents in just one area. However, the record of the candidates must support the principle that the higher the rank to be accorded, the stronger the evidence must be for teaching effectiveness, scholarly achievement, and service.

#### **1.4 Profiles of Academic Ranks**

Candidates for retention, tenure and promotion shall be evaluated based upon specific criteria.

While each candidate is considered on his/her own merit, the following is an example of what may be used as a portion of the decision making process. Each review level shall utilize the same criteria when evaluating candidates. Specific criteria may be found in Section 1.5.

##### **1.4.1 Candidate for Assistant Professor**

- \* Earned scholarly doctoral degree
- \* Experience in teaching introductory general education and/or specialty courses
- \* Student ratings of instruction that are favorable and generally comparable to the department
- \* Positive peer evaluations
- \* Evidence of maintaining and updating of assigned courses
- \* Scholarship and research through published articles(s), proposal(s) for funding, creative and innovative activities, conference papers
- \* Evidence of service on department, college, or university committees(s) and the community
- \* Membership and service to the community

##### **1.4.2. Candidate for Associate Professor**

- \* Normally six years of satisfactory performance as Assistant Professor, or equivalent
- \* Earned scholarly doctorate degree
- \* Experience in teaching introductory general education and/or specialty courses

- \* Student ratings of instruction that are favorable and generally comparable to the department
- \* Positive peer evaluations
- \* Evidence of updating assigned courses
- \* Scholarship that has a sustained, identifiable, and congruent record; examples might include such activities as funded grants or contracts, articles in juried or refereed journals and conference papers
- \* Evidence of involvement and leadership in department, college and university governance
- \* Active participation in professional organizations beyond membership and evidence of community service involvement

#### **1.4.3. Candidate for Professor:**

- Normally after 5-10 years as Associate Professor or equivalent
- New course(s) developed or evidence of regular course revision(s)
- Favorable student evaluations that are generally comparable to the department
- Positive peer evaluations
- Recognized, sustained, scholarship/research experience, which may include instructionally-related work, via articles in refereed journals, book chapters, conference papers, funded grant proposals, textbooks, published research reports
- Professional service through leadership activity in health related professional organizations
- Evidence of sustained involvement and leadership in department, college and university governance
- Active and continuing service to the community that exceeds the level demonstrated at the associate professor level

## **1.5 Criteria For Advancement**

Candidates shall be evaluated for advancement based upon the quality of their performance of the three categories of teaching, scholarship, and service. Sections 1.5.1, 1.5.2, and 1.5.3 below elaborate, in greater detail, on items that are considered when evaluating candidates. In each instance, the items are illustrative and not all inclusive. Further, the items listed are not granted equal weight as, logically, certain items qualitatively have differing value to and impact on the contributions to one's discipline.

### **1.5.1 Teaching**

Teaching is the primary and most essential academic responsibility of the university professor on this campus. The goal of the Department of Health Science is to develop capable professionals in a variety of disciplines and fields as well as educated, ethical, and productive citizens. In a rapidly changing world, a professional education must provide students with more than the knowledge needed for success in a specific profession or occupation. A professional education must also assist with the development of skills and attitudes that facilitate adaptation and constructive response to societal needs and changes. As a result, teaching is the primary and most essential academic responsibility of the university professor. This is particularly true in the Department of Health Science where emphasis is placed on the preparation of individuals for professional careers. Quality teachers are those who possess expertise, as well as passion for their work and the process of learning. Most importantly, they have a desire to share these qualities with students. They do this by working for and with students and by demonstrating their belief in the liberating power of knowledge. Quality teachers also continue to maintain currency

in their subject matter, which requires ongoing scholarship through study, learning and research. It is important, therefore, for faculty not only to disseminate knowledge, but also to participate in its creation, integration, and/or application.

### **Essential Criteria**

The evaluation of teaching involves several components as shown below. These essential criteria include activities in the areas of: (1) Pedagogical Approach and Methods; (2) Student Responses; (3) Ongoing Professional Development as a Teacher including General Education; and (4) Ongoing Professional Development in the Discipline.

#### **Pedagogical Approach and Method**

Instructional methods should be appropriate to courses taught, and materials should be current and appropriate to the topic. Reasons for choices of learning goals and instructional methods should be presented. Grading practices, standards, and criteria should be articulated clearly. Results of grading practices should be reasonably consistent with university norms. Course materials should clearly convey to students the learning goals of the course and the relationship of the course to the major and/or to general education. Course requirements, including the semester schedule, assignments, and grading policies should be included. Course materials should also identify the purposes for which a course may be meaningful to students, such as preparation for further courses, graduate education, employment, the intrinsic interest of the material, development of civic responsibilities, and/or individual personal growth. The Department of Health Science faculty should also be involved outside the classroom in such areas as academic advising, student mentoring, collaborative research projects with students, thesis supervision, support of student organizations and/or recruitment and retention activities.

### **Student Response to Instruction**

Student ratings of instruction should be favorable and comparable to department, college, and university averages. These ratings should reflect a favorable student perception of the instructor's conveyance of knowledge, effort, availability, organization, and attention to individual needs.

### **Ongoing Professional development as a Teacher**

Thoughtful, deliberate efforts to produce continuous improvement in teaching effectiveness is expected of all candidates. This pattern of change should be described in a narrative and supported by exemplary materials. This record may include regular and ongoing interaction with colleagues regarding pedagogy, such as discussions of pedagogical issues, classroom visits and consultation regarding course development. Other activities may include involvement in programs offered by the CSULB Center for Faculty Development; participation in teaching development seminars or conferences sponsored by the department, college, university or professional organizations; giving or receiving of formal or informal pedagogical coaching and/or other activities which contribute to professional development of teaching effectiveness. Candidates' eligibility for promotion or tenure would be weakened if their accomplishments were limited only to activities described in the essential criteria categories.

### **Ongoing Professional Development in the Discipline**

All candidates are expected to keep abreast with discipline-related developments and interaction through membership in professional organizations and networks.

## **Enhancing Criteria for Teaching Effectiveness**

There are many ways that faculty may go beyond the essential criteria for teaching effectiveness to enhance their achievement; the following are illustrative, not exhaustive, of the possibilities. Faculty may develop innovative approaches to teaching or exemplary ways of fostering student learning in the classroom. New curriculum, instructional programs or materials may be developed, including electronic or multimedia software or new advising materials or programs. Conducting assessment of one's instructional effectiveness in order to improve instruction (e.g. varied classroom evaluation techniques) can be a particularly appropriate method for continuous improvement or instructional effectiveness. Offering teaching colloquia to department colleagues or pedagogical workshops at disciplines meetings may demonstrate department or discipline leadership regarding instructional issues.

### **1.5.2 Scholarly and Creative Activities**

Scholarly and creative activities represent efforts and evidence whereby the candidate establishes professional status and contributes to the profession while being active professionally. These activities must be relevant to the candidate's assignment and support the mission of the department.

#### **Essential Criteria Activities**

The following are considered essential criteria in the area of scholarly and creative activities: Faculty are expected to remain engaged in a sustained and congruent program of scholarship or creative activities that demonstrate intellectual and professional growth in the discipline over time. All faculty are expected to produce scholarly and/or creative achievements which contribute to the advancement, application, or pedagogy of the discipline (or interdisciplinary

studies), which are disseminated to appropriate audiences, receiving favorable review from professional peers prior or subsequent to dissemination.

### **Ranking of Scholarly and Creative Activities**

Scholarly and creative activities prioritized into five categories. Activities within each category are equally weighted. The categories, presented in order of priority, are:

- 1) Peer-reviewed publications including, but not limited to, the following: research publications, creative activities, books, monographs, review articles, book chapters and papers in proceedings from scientific professional meetings, and development of computer software.
- 2) Publication of non-peer-reviewed manuscripts such as books, book chapters, or review articles that are significant to the field.
- 3) Presentation of peer-reviewed papers at professional meetings, publication of abstracts from peer-reviewed presentations.
- 4) Presentation of non-peer-reviewed papers at professional meetings and publication of non-peer-reviewed abstracts from these presentations.
- 5) Presentations at professional workshops.

### **Enhancing Criteria**

Beyond meeting the essential criteria, faculty may enhance their scholarly and creative achievement with a substantial record of peer-reviewed professional activities and products. Such activities and products may include books, articles, and peer-reviewed electronically published documents, especially if these receive favorable notice or reviews from professional peers. Faculty may also enhance their scholarly and creative achievement through editorial assignments in recognized professional publications, including journals, newsletters, or

electronic media. Other achievements of this nature are appointments to selection panels for grants, fellowships, contracts, awards, and conference presentations, or other adjudication assignments calling for professional expertise. Other enhancing criteria include applied research or professional activity that utilize theory and knowledge from one or more disciplines to address practical problems of importance to the discipline and to society. An example of such applied professional activity would include research on instructional processes and outcomes. Additional activities may be judged to enhance faculty scholarly and creative achievement that are appropriate to the mission of the department and college, and make significant contributions to the discipline or to interdisciplinary studies. Additional scholarship and creative activities may include technical reports, evaluation reports and other activities.

### **1.5.3 University and Community Service**

CSULB is a large urban, taxpayer-assisted, comprehensive university. The size and complexity of the university places enormous demands on its governing bodies. While a central administration is responsible for directing some of the university's academic and business affairs, the faculty must direct others, thereby insuring that the goals of the university are grounded in an academic rather than administrative philosophy. In addition, the university has an obligation to provide service that results in tangible benefits to the community, fostering a positive relationship between the university and the community.

#### **Essential Criteria**

All faculty are expected to participate actively in the collegial processes of faculty governance, as well as in appropriate professional organizations and /or activities. The categories of service include the following essential activities. Additional scholarly and creative activities may include technical reports, evaluation reports and other related activities.

### **Service to the University**

The responsibilities of the faculty span from participation in university governance to serving on department committees. Service to the university is required at three levels: the department, the college, and the university. The faculty member must be active at each level for the university to function properly. Examples of service to the university include:

1. Membership, participation and leadership on committees and projects and/or related activities at the department, college, and university levels.
2. Participation in student activities.
3. Departmental, program or project leadership and administration.

### **Service to Community**

The Health Science Department recognizes that “community” includes local, state, national, and international arenas. As faculty expertise is the primary asset of the University, there exists inherently a responsibility to provide service to the community. This service may be to the professional community of the faculty member or to the lay community, depending on the interest and attributes of the individual. Faculty members, as citizens of the community, should contribute to the community in some substantial way that is directly related to their professional expertise in activities such as the following:

1. Community leadership roles (chair, coordinator, board member, etc.)
2. Committee assignments and participation
3. Written contributions
4. Advisory boards/groups
5. Instructional/advisory services

6. Speeches, panels, etc.
7. Participation in academically-related consultancies
8. Outside teaching assignments related to one's academic expertise

### **Enhancing Criteria**

Faculty may enhance their service achievements with active involvement on committees at all levels of the university system, with emphasis upon the departmental and college levels for assistant and associate professors. Authorship of documents, reports and other materials pertinent to the university, college, or department missions or procedures may comprise a service contribution. Sponsoring student groups and participating in educational equity programs are also examples of service contributions.

### **1.6 Annual Assessment**

The department shall provide a comprehensive assessment at least once a year of all candidates for reappointment leading to tenure so that probationary faculty members shall be informed in writing of areas which need strengthening.

### **1.7 Voting Rights**

Tenured and tenure-track faculty in the department, including those on leave, are eligible to vote on RTP policy matters.

### **1.8 Candidate's Rights**

Following the RTP committee's recommendation, candidates for reappointment and advancement have the right to meet with the Department RTP Committee and/or the chair to receive a copy of their recommendation(s), include the rationale and full summary of the evidence for the inclusion. The RTP Committee must provide the candidate with written recommendations a minimum of seven working days before they are due to the next level of

review. Candidates may respond in writing to these recommendations before they are forwarded from the department, as long as the deadlines for forwarding are met. There are no exceptions.

### **1.9 shared Evidence**

Neither the department committee nor the chair shall use any evidence bearing on decisions concerning a candidate unless that evidence was shared with the candidate.

### **1.10 Professional and Ethical Behavior**

It is expected that candidates who are recommended for reappointment and/or advancement have demonstrated positive qualities which reflect favorably on the individual, the department, college, and university. These qualities include professional and ethical behavior and integrity, and are prerequisite to the RTP criteria established for the Department. A negative decision utilizing this section must be supported by substantive evidence.

## **2.0 DEPARTMENT RTP COMMITTEE**

### **2.1 Committee Selection**

The Health Science Department will have an RTP Committee (or committees) of at least three (3) tenured members elected by majority vote from the full-time tenure track faculty. The committee shall, if possible, be elected during the preceding spring semester and no later than the second week of the fall semester.

#### **2.1.1 Membership Rank**

Members of the Department RTP Committee who participate in promotion recommendations must have higher rank than the candidates being considered and must not themselves be candidates for promotion or tenure.

#### **2.1.2 Committee Composition**

all recommendations for promotion to a given rank, for tenure, or for reappointment shall be considered by the same committee.

### **2.1.3 Committee Qualifications**

Persons on leave, sabbatical, or early retirement for any part of the academic year shall not serve on the Department RTP Committee.

### **2.1.4 Service Required**

All faculty of eligible rank must serve on the Department RTP Committee, if elected, unless there are substantive reasons not to do so.

### **2.1.5 Service Limitations**

A faculty member may serve on only one (1) departmental RTP Committee or ad hoc RTP Committee at any given time (i.e. not in two departments).

### **2.1.6 Ad Hoc Committees**

If fewer than the required number of members are eligible for service, then additional members from outside the department shall be nominated in accordance with the following procedure:

1. Nominees (who may be from any school or college within the university) shall be recommended to the College RTP Committee by the department. Selection of people recommended in this way shall be by majority vote of the College RTP Committee, which shall immediately report its decision to the department.
2. The department shall obtain permission from each candidate selected to serve on the ad hoc RTP Committee prior to submitting their name to the College RTP Committee.

## **2.2 Evaluation Review**

The committee and the chair will forward its recommendation with supporting materials to the College RTP Committee for review by the committee and the dean.

## **2.3 Department Chair/Unit Director**

The department chair may be a member of the Department RTP Committee, if elected. However, if the chair serves as a member of the Department RTP Committee, he/she may only provide one recommendation.

## **2.4 Conflict of Interest**

The chair of the department shall not sit with the Department RTP Committee when he/she is being considered for his/her reappointment, tenure appointment, or promotion. Further in such case, the chair is restricted from submitting a separate recommendation for all candidates being considered for promotion to the same rank for which the chair is being considered.

## **2.5 Accountability**

The department will be held accountable for its recommendations by (1) supplying the College RTP Committee with substantive evidence to support recommendations and (2) submitting candidate's RTP portfolios and supporting documents on time in accordance with established deadlines.

## **2.6 Burden of Responsibility**

The initial burden or responsibility to ensure compliance with RTP deadlines rests with the candidate. Candidates are expected to furnish necessary and relevant

evidence to support their applications, and to provide this information in accordance with established deadlines.

## **2.7 Inoperative Clause**

If any provision or amendment to this document is in conflict with a provision within the university or college document, that provision of the department document shall be inoperative.

## **3.0 AMENDMENTS TO THE DEPARTMENT RTP DOCUMENTS**

### **3.1 Memorandum of Understanding**

If any provision of this document is in conflict with the Memorandum of Understanding such provision shall be superseded by the Memorandum of Understanding.

### **3.2 University Approval of this Document**

The RTP policies and procedures of the Health Science Department and the College of Health and Human Services are subject to the review and approval of the University Vice President for Academic Affairs for consistency with established policies of the CSU system and university and with acceptable professional standards.

### **3.3 Amendments**

Amendments to the department policies document may be initiated by a petition signed by any faculty member of the department. Upon receiving a petition so initiated, the chair shall communicate the proposed amendment(s) to the department faculty at least two weeks prior to voting.

### **3.4 Voting**

Voting on amendments shall be by mail ballot prior to May 1 of the preceding academic year of adoption.

### **3.5 Majority Approval Required**

To become effective, all proposed amendments shall require a majority of more than 50% tenure track faculty in the department. These must be a first reading and a second reading before an amendment is passed.

## **4.0 INTERPRETATION OF THE DEPARTMENT RTP DOCUMENT**

### **4.1 Department RTP Document**

The Department RTP Committee shall be responsible for the interpretation of this document. Questions that cannot be answered by the Department RTP Committee shall be referred to the Vice President for Academic Affairs for decision. The Department RTP Committee will direct such questions of inquiry through the College RTP Committee.

## **5.0 APPEALS/GRIEVANCE**

Ideally, the department policies document is sufficiently clear and the accuracy and thoroughness of the required evaluation are such that a candidate denied reappointment, tenure, or promotion would understand and accept that decision. However, considering the significance of RTP and magnitude of the RTP process, occasional challenges to RTP do occur. Under those circumstances, a candidate should consult the appropriate article of the Memorandum of Understanding for information.