

CALIFORNIA STATE UNIVERSITY, LONG BEACH

Department of Occupational Studies

College of Health and Human Services

RETENTION, TENURE, AND PROMOTION POLICY

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Approved by Department Faculty:

Approved by College RTP Committee:

Approved by College Dean:

Approved by Vice President for Faculty & Staff Relations:

Department of Occupational Studies
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RETENTION, TENURE, AND PROMOTION POLICY

Vision

The vision of the Department of Occupational Studies is to create and maintain a scholarly, academic environment dedicated to the education of human resource development leaders who possess a unique sense of enthusiasm for the needs of their ever-changing, global society.

Mission

The mission of the Department of Occupational Studies is to:

1. Prepare leaders for public and private institutions and agencies providing employment-related education and training services;
2. Encourage research and development, evaluation, and the creation of programs relevant to ever-changing social, political, economic, and technological challenges facing the diverse areas of occupational education; and
3. Promote an increased understanding of the foundations of occupational education and its potential to alleviate or prevent major social ailments.

In meeting its mission, the Department of Occupational Studies serves educators,

trainers, administrators, job developers, and other human resource development personnel and organizations. These persons work for public school systems (generally ROP/Cs, adult schools, and community colleges), the Employment Development Department (EDD), community-based organizations (CBOs), private vocational schools, private industry, public utility agencies, public safety organizations, rehabilitation services agencies, corrections departments, apprenticeship and journey-level training programs.

1.0 GENERAL PRINCIPLES

1.1 The Governing Documents

The basic governing documents are the Memorandum of Understanding, and University Policy Statement 96-12 or its successor. The College RTP document amplifies these documents and adds provisions applicable to the College of Health and Human Services and its departments.

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 Occupational Studies Department values persons of various talents and specialties. Recommendations from the department RTP process shall summarize evidence of a candidate's strength and uniqueness under each of the established criteria. This presentation should include a qualitative analysis of the candidate's special role, performance, and achievement within the academic areas and consistent with the mission of the department. Candidates are rarely outstanding in all categories, and may in fact possess extraordinary talents in 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.

CANDIDATE o Earned research doctorate or terminal degree

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| FOR ASSISTANT PROFESSOR: | <ul style="list-style-type: none"> o Teaching introductory and /or specialty courses o Disciplinary research through published articles(s), proposal(s) for funding, creative [innovative] activities o Evidence of service on department, college, or university committees(s) o Membership in relevant professional organizations |
| CANDIDATE FOR ASSOCIATE PROFESSOR: | <ul style="list-style-type: none"> o Normally six years of satisfactory performance as Assistant Professor, or equivalent o Earned research doctorate or terminal degree o Teaching evaluations by students and peers consistently no less than one-half (.5) standard deviation below the mean for both the department and college, for courses evaluated o Evidence of maintenance and updating of departmental curriculum. o Scholarship has a sustained, identifiable, and congruent research thrust through such activities as funded grants or contracts, articles in juried or refereed journals, conference papers o Evidence of involvement and leadership in university governance o Activity in professional organizations beyond membership |
| CANDIDATE FOR PROFESSOR: | <ul style="list-style-type: none"> o Normally after 5-10 years as Associate Professor or equivalent o New course(s) and evidence of regular course revision(s) o Above average student and positive peer evaluations o Recognized, sustained, and congruent scholarly/research experience, which may include instructionally-related work, via articles in refereed journals, book chapters, conference papers, funded grant proposals, one or more texts or other books, published research reports o Recognized contributions to department, college and university through leadership position(s) o Professional service through professional leadership activity |

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. The goal of the Department of Occupational Studies 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. It also must provide them with 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 Occupational Studies where emphasis is placed on the preparation of individuals for teaching roles. 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 Response, (3) Ongoing Professional Development as a Teacher, 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 school, employment, the intrinsic interest of the material, development of civic responsibilities, and/or individual personal growth. The Department of Occupational Studies 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 compared to department, college, and university averages. Candidates for tenure or promotion should have student evaluations which are consistently no more than .5 (one-half) standard deviation below the department and college means. 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 effort 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 of course development. Other activities may include involvement in programs of 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 are limited only to activities described in the essential criteria categories.

Ongoing Professional Development in the Discipline

All candidates are expected to keep abreast of discipline developments through participation in discipline conferences, reading of discipline-appropriate materials such as journals and books, interaction with practitioners in the field, and through electronic communications with colleagues and/or other activities.

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 discipline meetings may demonstrate department or discipline leadership regarding instructional issues.

1.5.2 Scholarly, Professional and Creative Activities

Scholarly, professional, 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. Research is considered a critical and beneficial component of the instructional process for several reasons:

1. Advances in occupational studies and its related area are dependent on generating new information. This new knowledge has potential for improving the quality of life. Responsible professional practice rests on the foundation of data derived from research.

2. Research brings prestige and visibility to the department and to the university. The most respected and successful universities support and encourage the acquisition of knowledge. This increases the likelihood that the university will attract high quality students and faculty. A successful university also is more likely to obtain grants, equipment, and other financial support from the community, industry and government agencies.

3. Research enhances teaching effectiveness and enriches the education of students. Training students in research methodology is essential and a major responsibility of all full time faculty.

4. Research grants bring state of the art equipment and technology to the department. This increases the likelihood that students will be well-trained and competitive when seeking employment.

5. Professional survival requires that members generate a large portion of the

knowledge upon which their profession is based. Research enables professions to shape their own destiny, rather than allowing others to dominate the course of events.

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 activity that demonstrates 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 are divided into five differentially weighted categories. Activities within each category are equally weighted. The categories, presented in order of priority, are;

1.) Publication of juried endeavors including, but not limited to, the following: research publications, creative activities, books, monographs, review articles, book chapters grant awards, computer software.

2.) Publication of major non-juried manuscripts such as books, book chapters, or review articles.

3.) Presentation of juried papers at professional meetings; publication of abstracts from juried presentations.

4.) Presentation of non-juried papers at professional meetings; publication of non-juried abstracts from non-juried presentations.

5.) Presentations of professional workshops.

Enhancing 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 electronically published documents, especially if these receive favorable notice or reviews from professional peers. Faculty may also enhance their scholarly and creative achievement with editorial assignments with 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, as are other adjudication assignments calling for professional expertise. Applied research or professional activity may use theory and knowledge of one or more disciplines to address practical problems of importance to the discipline and to society; such applied professional activity includes research on instructional processes and outcomes. Additional activities may be judged to enhance faculty scholarly and creative achievement so long as these are peer reviewed, are disseminated to appropriate professional audiences, are appropriate to the mission of the department and college, and make significant contributions to the discipline or to interdisciplinary studies.

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.

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. Faculty participation is also important to insure that certain rights and privileges unique to the academy, such as academic freedom, are protected. Examples of service to the

University include:

- 1.) Membership, participation and leadership on committees and/or related activities at the department, college, and university levels
- 2.) Participation in student activities

Service to the Community. The University occupies a unique position provided by the community and thus, has an obligation to it. The Occupational Studies 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 member. 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.) Leadership roles (chair, coordinator, 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. Whatever the level of service within the University, the quality of that service is the primary consideration. 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 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

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), to include the rationale and a full summary of the evidence. The candidate must receive the department's recommendations a minimum of five 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 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 Occupational Studies Department will have an RTP Committee (or committees) of at least three (3) tenured members elected by majority vote from the full-time 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.

2.1.2 Committee Composition

All recommendations for advancement (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) RTP Committee or ad hoc RTP Committee at any given time.

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 not make a separate recommendation.

2.4 Conflict of Interest

The chair of the department may not sit with the Department RTP Committee during the time that it is considering his/her reappointment, tenure appointment, or advancement. Further in such case, the chair is restricted from submitting a separate recommendation for 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 establishment 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 college document, that provision of the department document shall be inoperative.

3.0 AMENDMENTS TO THE DEPARTMENT RTP DOCUMENT

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 Occupational Studies 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 thirty percent (30%) of the entire full-time tenure-track faculty 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 the ballots cast.

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 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.