

CALIFORNIA STATE UNIVERSITY, LONG BEACH

College of Health and Human Services

RETENTION, TENURE, AND PROMOTION POLICY

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Approved by College Faculty—May 23, 1997

Approved by Vice President for Faculty & Staff Relations—May 27, 1997

California State University, Long Beach

College of Health and Human Services

RETENTION, TENURE, AND PROMOTION POLICY

Preamble

The College of Health and Human Services is committed to providing an instructional program of high quality, that responds to the needs of its students as well as the community as a whole. The college faculty is dedicated to excellence and pursues the requisite knowledge needed to fulfill that commitment. The purpose of this document is to encourage the faculty to develop a culture that values all aspects of faculty involvement in the college and university, pursuant to the mission of both.

The College of Health and Human Services Retention, Tenure and Promotion (RTP) policy is designed to articulate the professional standards which all faculty are expected to meet, as well as the manner by which their work should be evaluated. Such a process depends heavily upon the evaluation work of professional peers as well as other resources. RTP documents are used to assess a candidates progress through the stages of the process. They are a tool through which the RTP committees can evaluate the candidates.

The College of Health and Human Services seeks to promote continued professional growth in teaching, scholarship, creative activities, and service to the university community. Therefore, the process of evaluation at all levels of review should take into consideration the diversity of expertise within this college and, as such, recognize this diversity as a source of strength which enables the college to continue to grow in stature.

COLLEGE MISSION STATEMENT

The College of Health and Human Services at California State University, Long Beach is distinguished in its commitment to provide excellence in applied research, instruction, advising, mentoring, and leadership to students who pursue careers in the health and human service professions and students who wish to integrate the health professions with other disciplines. The ever changing demography of the Southern California region supplies to the College students who have a variety of cultural, religious, racial, linguistic, and gender heritage. In order to build upon such affluent diversification, departments within the College continually update the carefully planned curricular offerings combining theory with critical thinking, laboratory testing with practical application, and health education with service to the community. Finally, the College seeks to produce alumni who will pursue careers in health and human services and become our future leaders in the twenty-first century.

1.0 GENERAL PRINCIPLES

1.1 Governing Documents

The basic governing documents are the CSU-CFA Collective Bargaining Agreement (CBA) and the University Retention, Tenure and Promotion policy statement (P. S. 9 6- 12). The College RTP document amplifies those documents and adds provisions applicable to the College of Health and Human Services and its academic units. Academic units are defined as stand-alone entities and include departments and programs.

1.2 Obligations

The initiative in RTP recommendations shall be the responsibility of each academic unit. The reputation, success, and future credibility of academic units are directly related not only to the quality of the candidates recommended, but also to the commitment and diligence with which department RTP committees discharge their responsibilities in evaluating and presenting the evidence to support their recommendations. Candidates are, therefore, expected to furnish necessary and relevant documentation for evaluation.

1.3 Standards

Academic units have a need for persons of various talents and specialties. Recommendations from department RTP committees and department chairs 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 area. 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 established and agreed upon by each academic unit. While candidates are considered on their own merits, the following is an example of what may be used as a portion of the decision making process. Each review level within the college shall utilize similar criteria when evaluating candidates.

CANDIDATE
FOR ASSISTANT
PROFESSOR:

- Earned doctorate or recognized terminal degree.
- Teaching evaluations by students and peers.
- Scholarly and creative activities through published article(s), funding proposal(s) or, and creative activities or demonstrated potential to accomplish such activities.
- Demonstrated willingness to provide service on department, college, or university committee(s).
- Membership in relevant professional, and/or community organizations.

CANDIDATE
FOR ASSOCIATE
PROFESSOR:

- Normally recommended after six years of satisfactory performance as Assistant Professor, or equivalent
- Earned doctorate, or terminal degree
- Teaching evaluations by students and peers.
- A record of curriculum development.
- A record of scholarly and creative activities with an on going identifiable thrust through such activities as grant proposal(s), articles in refereed journals, conference papers, software, artistic exhibits and other comparable activities
- Activity in professional organizations beyond membership
- Increasing service to the department, college, university, and community.

CANDIDATE
FOR
PROFESSOR:

- Normally recommended after four years of satisfactory performance as an Associate Professor or equivalent.
- As sustained record of effectiveness in teaching.
- Documentation of regular course revision or the development of new courses, and/or programs.
- A sustained record of positive peer evaluations for teaching and instructional-related work.
- Documentation of ongoing scholarly and related activities evidenced by articles in refereed journals, book chapters, conference papers, funded grant proposals, texts or other books, published research reports and other creative activities.
- Recognized contributions to department, college and university through active leadership position(s)
- Professional service through professional leadership activity
- Active continued and increasing service to department, college, and university committees, beyond that at the Associate level.

Possession of a doctorate or the appropriate terminal degree is a normal prerequisite for promotion. Exceptions may be made for uniquely qualified candidates who do not possess the doctorate or appropriate terminal degree provided that they present persuasive arguments and evidence of scholarly and creative activities that indicate that promotion is nevertheless deserved. The College RTP Committee and the Dean will consider each case on its own merits.

1.5. Evaluation of Criteria

A. Instruction and Instructional-Related Activities

Teaching is the primary and most essential academic responsibility of the university professor.

The goal of higher education is to help develop educated, ethical and productive citizens, as well as capable professionals in a variety of disciplines and fields. In a rapidly changing world, a university education must provide students with more than the knowledge needed for success in a specific profession. It also must provide them with skills and attitudes that facilitate adaptation and constructive response to societal needs and changes.

Quality teachers are those who possess expertise, as well as enthusiasm 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 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 application.

Instruction and Instructional Related Activities include teaching in the classroom setting, advising, supervision of student research and fieldwork, the development of curriculum, and related activities that involve students.

Essential Criteria. Essential criteria describe the nature and level of performance required of all faculty in the College. Teaching is evaluated in terms of four dimensions: (1) Pedagogical Approach and Methods, (2) Student Response, (3) Ongoing Professional Development as a Teacher, and (4) Ongoing Professional Development in the Discipline as enumerated below.

(1) Pedagogical Approach and Methods:

- (a) Course materials should clearly convey to students, in behavioral terms, the learning goals of the course and the relationship of the course to the major and/or to general education.
- (b) Course requirements, including the semester schedule, assignments, and grading policies should be included in syllabi.
- (c) Course materials should identify the purposes for which a course may be meaningful to students, such as preparation for further courses, graduate school or employment or the intrinsic interest of the material development of civic responsibilities and/or individual personal growth.
- (d) Grading practices, standards, and criteria should be articulated clearly.
- (e) Instructional methods should be appropriate to the courses taught, and materials should be up-to-date and appropriate to the topic.
- (f) Reason for choices of learning goals and instructional methods should be clearly defined in appropriate documents.

(2) Student Response to Instruction:

- (a) Ratings should reflect a positive student perception of the instructor's conveyance of knowledge, effort, availability, organization, and attention to individual needs.
- (b) Student ratings of instruction should be favorable when compared to department, college and university averages.

(3) Ongoing Professional Development as a Teacher:

- (a) Thoughtful deliberate effort to produce continuous improvement in teaching effectiveness is expected of all candidates, including but not limited to regular and ongoing interactions with colleagues regarding pedagogy, such as discussions of pedagogical issues, classroom visits and consultation on course development, OR
- (b) A sustained record of involvement in programs of the CSULB Center for Faculty Development, OR
- (c) A sustained record of participation in teaching development seminars or conferences sponsored by the department, college, University or professional organization, OR
- (d) A sustained record of giving or receiving formal or informal pedagogical coaching and/or other activities which contribute to professional development of teaching effectiveness

(4) Ongoing Professional Development in the Discipline.

- (a) All candidates are expected to keep abreast of discipline developments through participation in discipline conferences, and continuing education activities.

Enhancing Criteria. Enhancing criteria establish standards by which faculty, following diverse career paths, are evaluated beyond the Essential Criteria and include:

- (1) Developing innovative approaches to teaching or exemplary ways of fostering student learning in the classroom.
- (2) Involvement outside the classroom in such areas as academic advising, field trips, student mentoring, collaborative research projects with students, thesis supervision, support of student organizations and/or recruitment and retention activities.
- (3) New curriculum, instructional programs or materials may be developed, including electronic or multimedia software or new advising materials or programs.
- (4) Conducting assessment of one's instructional effectiveness
 - (a) Classroom peer visitations will be used to assess instructional effectiveness.
 - (b) Peer evaluations may include department peers, the department RTP Committee, department chair or individuals of high standing in the community and in the same profession as the individual being evaluated.
- (5) Offering teaching colloquia to department colleagues or pedagogical workshops at discipline meetings may demonstrate department or discipline leadership regarding instructional issues.

B. Scholarly, Creative Activities

Scholarly, and creative activities represent efforts and evidence whereby the candidates establish professional status and contribute to their profession while being active professionally. These activities must be relevant to the candidate's assignment and support the mission of the university and college. Research and scholarly and creative activities are considered critical and beneficial components of the mission for several reasons:

- a. Advances in the discipline/professions are dependent on generating new information. This new knowledge has potential for improving the quality of life. Responsible professional practice rests on the foundation that data derives from scholarly and creative activities.
- b. Scholarly and creative activities bring prestige and visibility 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.
- c. Scholarly and creative activities enhances teaching effectiveness and enriches the education of students. Training students in research methodology is essential and a major responsibility of faculty.
- d. Grant associated with scholarly and creative activities bring state of the art equipment and technology to departments. Their presence increases the likelihood that students will be will-trained and competitive when seeking employment.
- e. Professional survival requires that members generate a large portion of the knowledge upon which their profession is based. Scholarly and creative activities enable professions to shape their own destiny, rather than allows others to dominate the course of events.

The evaluation of scholarly and creative activities is divided into two distinct categories: (1) essential criteria, and (2) enhancing criteria. Whereas the essential criteria describe the nature and level of performance required of all faculty, the enhancing criteria extend performance in quantity and in various directions depending on the individual's academic assignments and interests. The essential and enhancing criteria for scholarly and creative activities are listed in the following paragraphs. Individual academic units will further delineate essential and enhancing criteria.

A. Essential Criteria

1. Faculty are expected to remain engaged in an ongoing program of scholarship or creative activity that demonstrates intellectual and professional growth in the discipline over time.

2. All faculty are expected to produce scholarly and/or creative achievements which contribute to the advancement of the discipline (or interdisciplinary studies), and which are disseminated to appropriate audiences and received favorable review from professional peers.

B. Enhancing Criteria

1. Such activities and products may include books, articles in professional journals, scholarly presentations, software and electronically published documents, artistic exhibits, performances, and awarded grants and contracts.
2. Faculty may also enhance their scholarly and creative achievement with editorial assignments in recognized professional publications, including journals, newsletters, or electronic media.
3. 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.
4. 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 may include research on instructional processes and outcomes.
5. Additional activities may be judged to enhance scholarly and creative achievements so long as these are peer reviewed, are disseminated to professional audiences, are appropriate to the mission of the department and college, and make significant contributions to the discipline or to inter-disciplinary studies.
6. Mentoring faculty members.

C. **Professional Service**

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 in the community, fostering a positive relationship between it and the university.

The responsibilities of the faculty span from participation in university governance to serving on academic unit committees. Service to the University is required at three levels: the academic unit in which the faculty member resides, 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.

The University occupies a unique position in the community and thus, has an obligation to it. 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 these communities, should contribute in some substantial way that is directly related to their professional expertise.

Professional service may be contributed to the University, the community, and the discipline, but it must directly involve the academic expertise of the faculty member.

Essential Criteria

All faculty are expected to participate collegially in the process of faculty governance, as well as in appropriate professional organizations and community service activities.

Enhancing Criteria

Faculty may enhance their professional service achievements with active involvement on committees at all levels of the University and University system, with emphasis on the department and college levels for assistant and associate professor. 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.

In addition to engaging in academic governance activities, faculty members may participate in Community service to professional organizations and in professionally-related activities (e.g., local, state, national, and/or international levels) through such discipline-oriented activities as committees; workshops; speeches; media interviews, articles, and/or editorials; performances; and/or displays; and/or elected professional offices.

Service to the community may also include consultantships to public schools, local government, and community service organizations. Service contributions based on consultancies, whether paid or unpaid, shall be evaluated on the basis of their contributions to the mission of the University and particularly to the candidate's department or program. Meaningful service must be clearly related to the academic expertise of the faculty member. In its RTP document the Department will make clear what types of service, whether paid or unpaid, are consistent with the mission of the Department and its instructional program.

1.6 Annual Assessment

Each academic area shall perform a comprehensive assessment, at least once a year, of all candidates for reappointment leading to tenure. Probationary faculty members shall be informed in writing of areas which need strengthening.

In the event a faculty member holds a joint appointment, a separate RTP committee composed of an equal number of members of each academic unit shall be established. (See 3.6)

1.7 Candidate's Rights

Candidates may request a meeting to review recommendations with both the academic unit RTP committee or their academic unit chair. Candidates have the contractual right to respond in writing to these recommendations before they are forwarded from the academic unit.

1.8 Shared Evidence

Neither the College RTP Committee nor the Dean shall use any evidence bearing on decisions concerning a candidate unless that evidence was shared with the candidates, the academic unit RTP Committee and the department/program chair (when the chair participates in the process).

1.9 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 academic unit, the college, and the university. These qualities include professional and ethical behavior and integrity, and are prerequisite to the RTP criteria established for the College of Health and Human Services. A negative decision utilizing this section must be supported by substantive evidence.

2.0 ACADEMIC UNITS

2.1 Academic Unit Document

Each academic unit shall specify in writing the criteria and standards to be applied in evaluating teaching performance, scholarly and creative activity, and professional service. Such standards must be equal to or in excess of the College and University standards, and must derive from and support the mission of the academic unit. Academic unit documents shall clearly and completely specify what activities are considered appropriate in each of the three categories at both the "essential" and "enhancing" levels.

2.2 Academic Unit RTP Committee selection

Each academic unit shall have an RTP Committee (or committees) composed of a least three (3) tenured members elected by majority vote from their full-time faculty. Academic unit committees shall be elected during the first three weeks of the Spring semester. Exceptions may be made for departments which require outside members. Academic unit PTP Committee membership requirements shall reflect, at a minimum all requirements specified in the University and College RTP documents.

A. Membership Rank

Members of academic unit RTP Committees who participate in promotion recommendations must be tenured and must have a higher rank than the candidates being considered. They must not themselves be candidates for promotion.

B. Committee Composition

Within each academic unit all recommendations for advancement (promotion) to a given rank, for tenure, or for reappointment shall be considered by the same committee. However, there may be different committees for different kinds of RTP matters. (For example, one committee comprised of three faculty at the rank of associate professor might consider all candidates within the academic unit who are eligible for reappointment, tenure and promotion to associate professor. A second committee comprised of three faculty with the rank of professor might consider only candidates eligible for promotion to the rank of professor.)

C. Committee Qualifications

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

D. Service Required

All faculty of eligible rank must serve on the RTP Committee of their academic unit, if elected, unless there are substantive reasons not to do so as determined by the academic unit.

E. Service Limitations

A faculty member may serve on only one (1) RTP Committee or ad hoc RTP Committee at any given time

F. Ad Hoc Committees

If fewer than the required number of members, as specified in the academic unit RTP document or this document, are eligible from the academic unit, then additional members from outside the academic unit 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 academic unit. 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 academic unit.

2. The academic unit 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.
3. At the request of an academic unit, the College RTP Committee will provide a list of faculty within the College of Health and Human Services who are eligible to serve on an ad hoc RTP Committee of the academic unit.

2.3 Evaluation Review

Each academic unit RTP Committee shall evaluate their candidates for reappointment, tenure, and advancement. The committee will forward its recommendation with supporting materials to the College RTP Committee for review by the College Committee and the Dean.

2.4 Department Chair/Academic Unit Director

Department chairs or unit directors may be a member of their unit RTP Committee, if elected. However, if they serve as a member of the department RTP Committee, they may not make a separate recommendation. A department chair or unit director who does not serve on the academic unit RTP Committee may write a recommendation for the candidate. This recommendation is optional.

2.5 Conflict of Interest

The chair of an academic unit 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.

2.6 Accountability

Academic units are held accountable for their recommendations by (1) supplying the College RTP Committee with substantive evidence to support their recommendations and (2) submitting candidate's RTP portfolios and supporting documents on time in accordance with establishment deadlines.

2.7. Burden of Responsibility

The initial burden of responsibility to ensure compliance with RTP policies and 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.

2.8 Inoperative Clause

If any provision or amendment to an academic unit document is in conflict with a provision within this document, that provision of the academic unit document shall be inoperative.

3.0 THE COLLEGE

3.1 College RTP Committee

A. Membership

The RTP Committee of the College of Health and Human Services shall consist of five (5) tenured full-time faculty members with the rank of professor.

B. Election

Members shall be elected by secret ballot of the College faculty before April 15th of each year from nominations made by the faculty of the College.

C. Service Required

All faculty of eligible rank must serve on the College RTP committee, if nominated and elected, unless there are substantive reasons not to do so as determined by the College RTP Committee and the Dean.

D. Terms

Members shall serve staggered terms. Members shall not serve more than two consecutive three year terms.

E. Representation

There shall be no more than one member from any one academic unit.

F. Limitations

Members are ineligible to serve at the same time on any other standing or ad hoc RTP Committee of a department or college.

G. Vacancies

In the event that one or more vacancies occur in unexpired terms of the College 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 of Health and Services from the floor. If there are unexpired terms of differing lengths, the non3inee(s) who receive(s) the most votes shall serve the longest term(s).

H. Chair

A chair shall be elected from among the members of the College RTP Committee.

I. Informing Academic Areas

The College RTP Committee shall inform academic units regarding deadlines, procedures, and other pertinent matters.

J. Orientation Meetings for Candidates

The College RTP Committee shall conduct an orientation meeting for all RTP candidates in the Spring of each year. At this time, procedures, criteria, eligibility and RTP documents and other pertinent matters shall be discussed. The Dean of the College of Health and Human Services and the University Vice President for Academic Affairs will be invited to attend.

3.2 Evaluation and Review

The College RTP Committee shall review all recommendations for reappointment or advancement and advise the Dean in writing whether reappointment or advancement should be granted, or in the case of tenure, whether further probationary year(s) would be most appropriate.

3.3 Categories of Recommendation

The College RTP Committee shall review the recommendation of each academic unit and shall divide the candidates for advancement into three groups: (A) outstanding, (B) qualified and recommended and should be promoted at this time, and (C) and those not recommended for promotion at this time.

The College RTP Committee shall elect the “outstanding” candidates from those seeking promotion within the College. The number of candidates in the “outstanding” category shall not exceed ten percent (10%) of the number technically eligible for advancement or promotion at any given rank.

The College RTP Committee shall forward to the Dean both department and college committee recommendations and rankings. The College Committee shall inform in writing those candidates (“Outstanding” or “Qualified and Recommended”).

3.4 Dean’s Recommendation

The Dean of the College shall independently review all recommendations from the academic units and the College RTP Committee and shall forward a separate recommendation, along with the College and academic units’ recommendations, to the University Vice President for Academic Affairs.

3.5 Faculty in Coordinator/Director Positions

Faculty serving in administrative position shall, through consultation and collaboration with the

Department chair and Dean of the college, establish in writing criteria upon which they are to be evaluated. These criteria shall be established at the time the individual is appointed to the position.

3.5.1

Unless the assignment is determined to be full time, criteria used in the RTP process shall be developed and viewed as being a supplement to the CHHS RTP document.

3.5.2

Criteria established under 3.5 shall reference, by number and page, those criteria within the approved CHHS RTP Document that they either supplement or replace.

3.5.3

In the event that a Coordinator/Director assignment is viewed as being full time, the existing CHHS RTP document will not be used for the evaluation of the faculty member. Instead the criteria established by the Dean of the College, the department chair to which the faculty member is assigned, and the faculty member shall be used as the guideline for retention, tenure and promotion.

3.5.4

When evaluating candidates serving in Coordinator/Director positions the following CHHS RTP sections shall remain in effect as applicable: 1.1-1.3; 1.6-1.10; 2.1-2.8; 3.1-3.6; 4.1-4.5; 5.1; and 6.1.

3.5.5

Appeals and grievances

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 94-1 1.

4.0 AMENDMENTS TO THE COLLEGE RTP DOCUMENT

4.1 Memorandum of Understanding

If any provision of this document is in conflict with the Memorandum of Understanding or University Policy on Retention, Tenure and Promotion (PS 96-12) such provision will be superseded by the Memorandum of Understanding and/or PS 96-12.

4.2 University Approval of this Document

The RTP policies and procedures of the academic units and the College 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.

4.3 Amendments

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

4.4 Voting

Voting on amendments shall be by mail ballot prior to May I of the preceding academic year of adoption, and shall comply with the policy as identified in the CBA.

4.5 Majority Approval Required

To become effective, all proposed amendments shall require a majority of the ballots cast

4.6 Voting Rights

Tenured and tenure-track faculty, including those on leave, in the College of Health and Human Services are eligible to vote on RTP policy matters.

5.0 INTERPRETATION OF THE COLLEGE RTP DOCUMENT

5.1 College RTP Document

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

6.0 APPEALS/GRIEVANCE

Appeals and grievances shall follow the policies and guidelines in the CBA.

