

Approved

California State University, Long Beach
College of Liberal Arts
DEPARTMENT OF HISTORY
Reappointment, Tenure and Promotion (RTP) Policy

Effective 2025

PREAMBLE

The Department of History policy on Reappointment, Tenure, and Promotion (RTP) defers to the College of Liberal Arts (CLA) and University RTP policies, with the following additional clarifications which are specific to the discipline of History.

Successful candidates for tenure and promotion must meet the expectations for all three of the categories listed below: Instructional Activities; Research, Scholarly, and Creative Activities (RSCA); and Campus, Community, and Professional Service. According to the University RTP Policy Section 3.1, candidates for RTP “should make every effort to seek advice and guidance from the department chair, and it is highly recommended to consult with mentors, the college dean, and/or the appropriate University resources, particularly regarding the RTP process and procedures and how criteria and standards are applied. Candidates are also encouraged to use additional trainings and resources offered by the college, the University, and the California Faculty Association (CFA). Candidates have the primary responsibility for collecting and presenting the evidence of their accomplishments. The candidate’s documentation must include all required information and supporting materials. The candidate should clearly reference and explain all supporting materials.”

Standards outlined here support the primary mission of the Department of History, which is to provide excellence in teaching, research, and service that enhances the College and University's ability to carry out our educational goals.

In line with University RTP Policy Section 1.3.1 and CLA RTP Policy Section 1.3.1, the Department of History values diversity, equity, inclusion, and accessibility and recognizes that cultural and identity taxation have the potential to create inequities within all faculty evaluation areas. According to CLA RTP Policy Section 1.3.1, “Cultural and identity taxation may be defined as the increased material and emotional labor undertaken to support diversity initiatives that is expected of faculty based on their membership in a cultural or identity group due to the suggested or unstated expectation that faculty from historically marginalized and/or minoritized groups (including, but not limited to sexual orientation, gender, race, ethnicity, ability, etc.) should provide representation on committees and/or showcase their knowledge of and commitment to the groups and communities to which they belong. CLA and department RTP policies should be structured and interpreted in ways that minimize these inequities.”

1. INSTRUCTION AND INSTRUCTIONALLY RELATED ACTIVITIES

Effective instructional activities within the College of Liberal Arts encompass a wide range of tasks and responsibilities. University RTP Policy Section 2.1 defines instruction as “any action designed to engage students, help them to learn, and contribute to their success, regardless of whether it is part of formal coursework.” Within CLA, instructional activities include but are not limited to classroom instruction; chairing thesis committees; supervising individual students in activities like independent study, research, internship, honors, student teaching; instructionally related mentoring and advising students; and curriculum and course development, including designing study-abroad experiences. In line with CLA RTP Policy Section 2.1.1.1e, the Department of History requires faculty to submit an Academic Advisor Report in their file if they received assigned time for formal student academic advising.

Candidates preparing their files should consult the CLA RTP Policy Section 2.1.1.1 for required materials and Section 2.1.1.2 for optional materials.

As noted in CLA RTP Policy Section 2.1.2, CLA faculty members are expected to demonstrate effective teaching. The candidate’s narrative of instructional philosophy and practice provides the context necessary for understanding and interpreting the candidate’s instructional goals, materials, and accomplishments. The ability to teach, mentor, and serve our diverse students is highly valued by the university, college, and department. Candidates should pay special attention to the relationship between cultural and identity taxation and teaching, if applicable. Candidates who experience cultural and identity taxation may choose to describe this in their narratives, detailing how their positionality might impact their teaching assignment, methodologies, and student perceptions of instruction. Candidates are encouraged to describe in their narratives how their own unique circumstances intersected with the needs of the campus community during the period under review, clarifying how this may have affected their teaching performance. Committees, chairs, and the Dean shall consider cultural and identity factors in evaluating candidate files.

The University RTP Policy grounds effective teaching in three principles: 1) **continuous professional learning**; 2) **thoughtful reflection on and subsequent adaptation of instruction**; and 3) **the use of instructional practices that foster student learning and the achievement of course goals**. CLA RTP Policy Section 2.1.3 provides elaboration and guidance on how candidates should address these principles in their narrative and document them in their Professional Data Sheet (PDS) and file. The three categories in the CLA Policy are Continuous Professional Learning (2.1.3.1), Reflection on and Adaptation of Instruction (2.1.3.2), and Fostering Student Learning and the Achievement of Course Goals (2.1.3.3).

Candidates must show efforts to improve their teaching. In demonstrating **continuous professional learning** (University RTP Policy Section 2.1.1), candidates should explain how they have remained up to date with course content, pedagogical methods, and best practices for educating a diverse student population. Their narrative should discuss how they have engaged in professional pedagogical development activities during the period of review to ensure their instructional activities reflect current best practices. They may also discuss the relationship between RSCA and/or service activities to instruction.

In addition to the examples spelled out in the CLA policy, history-specific evidence regarding

continuous professional learning might also include but is not limited to development of new courses, substantial revisions to existing standard course outlines, and/or participating in teaching and learning approaches that take students outside the classroom such as service learning, experiential learning, and developing study-abroad courses.

The Department RTP committee and the Chair, when applicable, shall consider evidence demonstrating application of professional development activities and the implementation of pedagogical training into course materials during the period under review.

Candidates must show **reflection on and adaptation of instruction**. In demonstrating reflection on and adaptation of instruction (University RTP Policy Section 2.1.2), candidates should discuss modifications to their teaching during the period under review. Their narrative should explain how they have examined their instructional practices and made deliberate efforts to improve student learning. This might include specifying one or more instructional goals or practices the candidate decided to change, followed by a discussion of the evidence that indicated the need for a change, and concluding with an explanation of the effort undertaken to make the change.

In addition to the examples spelled out in the CLA RTP Policy, history-specific evidence regarding **reflection on and adaptation of instruction** might also include but is not limited to evidence that instructors have employed pedagogical techniques and assessments that emphasize critical thinking, research, writing, and oral presentations. Candidates should expect that, even in lower-division classes, heavy reliance on multiple choice will need to be justified to the Department RTP committee.

The Department RTP committee and the Chair, when applicable, shall consider evidence regarding changes to course syllabi, instructional goals or practices, assignments, or other materials that show modifications to instruction over time based on reflection.

Candidates must show that they **foster student learning and achieve course goals**. In demonstrating instructional practices that foster student learning (University RTP Policy Section 2.1.3), candidates must show how they have engaged and helped students learn and achieve course outcomes and accommodate student differences. Their narratives should discuss their philosophy and how it aligns to their instructional strategies. Their narratives should also address, as appropriate, student course evaluations that are below department and/or college norms, relative to level as well as grade distributions that differ from department norms, relative to level.

In addition to the examples spelled out in the CLA RTP Policy, history-specific evidence regarding **fostering student learning and achieving course goals** might also include but is not limited to student work samples (including multiple iterations of the same assignment with instructor feedback); directing internships and/or facilitators or graduate tutors; mentoring undergraduate or MA students in independent studies, department honors or capstone projects, university or external fellowship opportunities, and/or graduate school applications; or formative or summative assessments (e.g., discussion assignments, quizzes, papers or project assignments,

or comprehensive final assignments or exams, instructions or rubrics for department portfolios, or MA comprehensive exam questions).

Candidates are encouraged to document their work with students as well as any other significant time commitment.

In line with the University RTP Policy, the CLA RTP Policy requires RTP committees to consider multiple modes of evidence when assessing teaching effectiveness as it relates to fostering student learning, achieving course goals, and accommodating student differences. In considering course syllabi, the Department RTP committee and Chair, when applicable, shall additionally consider evidence such as syllabi content relative to course level and catalog description as well as currency in the discipline and consistency with current Academic Senate syllabus policies.

Course evaluation summaries provide one among several ways to measure instructional effectiveness and should be supplemented with other instructional materials. Although course evaluation summaries must be included for each section of a course for which student course evaluations are required during the period of review, the Department RTP committee and Chair, when applicable, shall evaluate quantitative student perceptions of teaching (i.e., SPOT forms) relative to context, including:

- a. Class characteristics
 - 1. Course level
 - 2. Course type and mode (e.g., required, elective, writing intensive, online synchronous/asynchronous/hybrid/face-to-face, for majors only or GE, etc.)
 - 3. Number of enrolled students (vs. number of SPOT responses)
 - 4. Whether this was a new course preparation
 - 5. Course meeting time
- b. Candidate's teaching assignment
 - 1. Number of new course preparations during the semester of evaluation
 - 2. Total number of different course preparations during the period of review
 - 3. Alignment of Standard Course Outline (SCO) with the candidate's area of expertise/training
- c. Candidate's experimentation with methodologies in attempting to improve teaching effectiveness
- d. Trends over time, keeping in mind that it is impossible to remove or account for all bias in student evaluations

Grade distributions must be included, as they provide a measure for contextualizing assessment of student learning and student course evaluations. As grade distributions necessarily differ from one group of students to another, the Department RTP committee and Chair, when applicable, will consider overall trends in grade distributions relative to the contextual factors listed for

course evaluations.

2. *RESEARCH, SCHOLARLY AND CREATIVE ACTIVITIES (RSCA)*

This category includes research, scholarship, and creative activities demonstrating intellectual and professional growth over time.

Department RTP committees will evaluate all areas of scholarship, differentiate between different kinds of scholarship, and place that scholarship within the context of a candidate's overall productivity. The Department of History has no single research model for candidates in the RTP process and encourages RTP committees to pay careful attention to the particular value of an individual candidate's work.

The Department of History does not quantify the minimum number of RSCA products required for tenure and/or promotion because of the varied nature of research in a discipline with multitudinous subfields. The department also recognizes contributions to the state of knowledge across and between disciplines. Within the discipline of history, the monograph is a significant achievement, but it is not the sole standard by which the RTP committee evaluates the RSCA portion of a candidate's file. CLA recognizes that a candidate's RSCA and its impact can take many forms. Pursuant to University RTP Policy Section 2.2 and CLA RTP Policy Section 2.2, RSCA should be read broadly to include not only scholarship of discovery, such as the peer-reviewed monograph or scholarly articles, but also includes peer-reviewed scholarship of integration, application, engagement, and pedagogy. Scholarly contributions to any one or more of these areas are valued equally by the CLA.

According to CLA RTP Policy Section 2.2.3: "Peer review may be defined as 1. a process by which qualified experts in the discipline evaluate the merit, importance, and originality of research, scholarly, and creative activities; 2. a mutually constitutive process established in the reciprocal relationship between a researcher and the communities with which they are engaged (e.g. organizations, governmental agencies, schools, business/industry, etc.). It is the responsibility of the candidate to document the process of peer review." For illustrative examples, candidates and RTP Committees should see CLA RTP Policy Section 2.2.3.1.

It is the responsibility of the Department RTP Committee to evaluate the quality of the RSCA products and forms in which they are published and/or disseminated. It is the responsibility of the candidate to provide the RTP Committee with a narrative or measure of quality as well (i.e., it is the responsibility of the candidate to provide a rationale as to why certain RSCA venues have been chosen).

Regarding the exclusion of RSCA products claimed in previous RTP actions (per CLA RTP Policy Section 2.2.1.1), the Department of History stipulates that the College policy refers to work that is already published, in press, or in galley at the time of the previous action. In this case, this scholarship may not be claimed for a future action. Scholarship that is still undergoing significant revision, however, may be claimed in a future action. Candidates are advised to adhere carefully to CLA RTP Policy Section 2.2.1.1 regarding the definitions of publication status when listing incomplete scholarly work on their PDS.

The Department of History expects all candidates in the RTP process to provide a record documenting significant and ongoing research project(s) that result in RSCA products. The Department of History expects the record of research, scholarly, and creative accomplishments to reflect both of the following characteristics:

- Evidence of a serious commitment to scholarly activities that advance the state of knowledge in the candidate's field(s). This may be demonstrated, among other things, through publications; presentations of papers at professional meetings; participation in professional associations; maintenance of scholarly websites, bibliographies, online databases; publication of book reviews; and significant contributions to the editing of journals and documents in the discipline. The department recognizes that non-English language publications contribute towards scholarly achievement. Grants, fellowships, and awards for research and writing in the discipline are also recognized as important indicators of a candidate's scholarly commitment. The department also recognizes activities that advance the state of knowledge in the scholarship of teaching and learning. This may be demonstrated, among other things, through the development of new pedagogical tools in the discipline. The scholarship of engagement might also generate activities that advance the state of knowledge in the candidate's field(s).
- An ongoing effort to engage in scholarly activities that serve both the discipline and the pedagogical development of the candidate. In addition to the examples listed above, this effort might also be demonstrated through reviews of manuscripts for journals and academic presses.

The department recognizes that a candidate may advance the state of knowledge in their field through the following activities and achievements that they may include on their PDS:

- Participation in the grant process as an evaluator or consultant for major grant-giving agencies.
- Participation on any level in the publication of professional or academic journals.
- Professional recognition for excellence in research or research-related activities in a candidate's field(s).
- Organizing or serving on the steering/program committee of an academic conference.
- Submitted extramural and internal research grant applications related to the candidate's field(s).
- Translation of reprints of one's own work or translations of another scholarly piece that appear in appropriate scholarly publications.
- Conducting, transcribing, and archiving oral and public history interviews.
- Additional applicable activities.

Candidates applying for tenure and/or promotion to Associate Professor (or promotion to Full Professor) are encouraged, but not required, to solicit letters of support for their scholarship and contribution to their fields. The absence of such letters shall not be construed as a negative judgment on the candidate's work.

While the solicitation of letters of support does not constitute an External Review, it is

recommended that RTP candidates and the department committee familiarize themselves with the Academic Senate Policy for External Evaluation of Research, Scholarly, and Creative Activities (approved May 7, 2010).

3. UNIVERSITY, PROFESSIONAL, AND COMMUNITY SERVICE

According to University RTP Policy Section 2.3, “Academic service is vital to universities as centers for public good. Faculty service benefits students, the university, the wider community, and the academic profession and strengthens shared governance processes. Universities cannot and should not function without faculty service contributions. Therefore, service contributions should not be minimized or considered less important than instruction or RSCA by candidates or evaluators. It is the responsibility of every tenure-track and tenured faculty member to engage in service, and to do so in a way that potentially leads to equitable contributions that minimize cultural and identity taxation.”

Expectations for degree and quality of service vary by rank of the faculty member. Please see CLA RTP Policy Section 2.3.2.1 for further information. The department expects the service record of candidates to meet the general requirement of active participation in the governing and administration of the department, college, and university. The department recognizes that some service may be particularly demanding and invites candidates to elaborate upon these commitments in their narrative. CLA RTP Policy Section 2.3.2 provides illustrative examples for service to campus, profession, and community.

In the Department of History, specific examples of service contributions may include but are not limited to the following activities:

- Mentoring of faculty members and staff.
- Participation in department, college, or university mentoring initiatives.
- Mentoring, advising, and outreach activities, including those caused by cultural and identity taxation, which are particularly important for supporting underserved, first-generation, international, and/or underrepresented students.
- Service to the community that aligns with the university’s mission, such as involvement with local history boards, work with K-12 or other educational institutions, mentoring youth, or paid or unpaid consulting.
- Authorship, or shared authorship, of major department, college, or university documents.
- Organizing outreach on behalf of the department, college, or university.
- Advising student groups in curricular or extra-curricular settings.

4. APPOINTMENT/PROMOTION TO PROFESSOR

University RTP Policy Section 5.4 states that standards for promotion to full professor shall be higher than standards for promotion to associate professor. In the department, a candidate for appointment/advancement to Professor must demonstrate a consistent record of excellence in all three areas of evaluation. Candidates should consult CLA RTP Policy Section 5.4 for

additional details.

5. APPROVAL OF AND CHANGES TO THIS RTP POLICY

- **Ratification**

This RTP policy is subject to ratification by a majority of voting tenured and probationary faculty members in the Department of History and to approval by the Faculty Council, the Dean, and the Provost. Any amendment ratified becomes adopted in the following academic year.

- **Amendments**

Amendments to this Policy may be initiated by tenured and probationary Department of History faculty. Proposed policies must be discussed at a department meeting. After receipt by the Chair, any proposed amendment shall be submitted to the voting faculty in writing at least one week prior to a scheduled department meeting and shall be placed on the agenda for discussion. Any amendment shall comply with the policy as identified in the Academic Senate and the CBA.

- **Voting on Amendments**

Following discussion at a department meeting, tenured and probationary faculty members in the department shall have at least one week (i.e., seven calendar days) to vote anonymously and electronically.

- **Majority Needed to Adopt**

To become effective, all proposed amendments shall require a majority of the ballots cast in favor by tenured and probationary faculty members and the approval of the Faculty Council, the Dean, and the Provost/Senior Vice President for Academic Affairs.

- **Voting Rights**

All tenured and probationary department faculty members – including those on leave, sabbatical, and FERP— are eligible to vote.