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CALIFORNIA STATE UNIVERSITY, LONG BEACH

College of Health and Human Services

SCHOOL OF SOCIAL WORK

REAPPOINTMENT, TENURE AND PROMOTION (RTP) POLICY

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School of Social Work
Reappointment, Tenure, and Promotion (RTP) Policy

This document establishes the mission and guiding principles for the evaluation of tenured and probationary faculty members eligible for reappointment, tenure, and promotion within the School of Social Work. It specifies the process by which faculty work will be evaluated and provides parameters for the activities of the School Director and the duly-elected School Reappointment, Tenure, and Promotion Committee, as well as the candidate. (This document may include wording from the CSULB University RTP Policy (PS 09-10) and the RTP Policy of the College of Health and Human Services. Where portions of the University policy and CHHS Policy are inserted for clarity, attribution is presented in *italics* throughout.)

1.0 GUIDING PRINCIPLES

1.1 University and College of Health and Human Services Missions

California State University, Long Beach is a diverse, student-centered, globally engaged public university committed to providing highly valued undergraduate and graduate educational opportunities through superior teaching; research, scholarly, and creative activities (RSCA); and service for the people of California and the world. CSULB envisions changing lives by expanding educational opportunities, championing creativity, and preparing leaders for a changing world.

Furthermore, the College of Health and Human Services (CHHS) promotes continued professional growth of faculty in teaching, research and other scholarly and creative activities, and service to the University, profession, and the community. Evaluation of faculty at all levels of review shall take into consideration the diversity of expertise within the CHHS and recognize this diversity as a source of strength that enables the College to grow in its stature.

1.2 School Mission and Goals

The School is committed to recruiting and maintaining faculty who are highly skilled, and who demonstrate excellence in teaching, as well as in research and scholarship, to advance the profession's knowledge base. The service of the faculty to students, the University, communities, and the profession of social work has been well documented. The primary mission of the School of Social Work is to educate a diverse student group for BASW and MSW entry into the profession who can demonstrate competent and ethical social work practice with diverse populations in systems of all sizes based on interventions that reflect state of the art and evidence-based knowledge.

In addition, the mission of the School, for faculty, students and graduates is to engage in activities to promote social justice; to enhance the quality of life for all persons; to advocate for the elimination of poverty, oppression, and discrimination; and

137 to take leadership roles in the development of effective service delivery systems.
138

139 The School has distinct and combined goals for the BASW and MSW programs.
140 The combined goals are overarching and apply to both programs. To fulfill its mission,
141 the School's goal for both programs is to provide a dynamic curriculum, including
142 fieldwork internships, that teaches social work attitudes, knowledge, and skills for
143 strength-based and evidence-based practice. The focus in both programs is on diverse
144 systems of all sizes: individuals, families, groups, organizations and agencies,
145 communities, and institutions. Our programs strive to prepare social workers to evolve
146 from learners to autonomous, self-reflective professionals attuned to the values and
147 ethics of the profession. We are committed to the principle that all persons are entitled
148 to equal access to societal opportunities, resources, and services. Students are
149 prepared for practice in a rapidly changing social and economic environment,
150 characteristic of the Los Angeles region and beyond. The curriculum is designed so
151 that, upon graduation, our students are able to:
152

- 153 1. Demonstrate a commitment to advocating for and providing resources
154 and opportunities to vulnerable and at-risk populations, while
155 considering the perspectives and needs of persons of differing ages,
156 cultures, ethnicities, genders, religions, and sexual orientations, as well
157 as physical or mental abilities and national origins or ancestries.
- 158 2. Be providers of and advocates for responsive human services and
159 maintain respect for the worth and dignity of all persons and their right
160 to individual choices, while conducting themselves ethically and in
161 accordance with the National Association of Social Workers (NASW)
162 Code of Ethics.
- 163 3. Recognize the impact of social, economic, and environmental forces
164 on communities while assessing and responding to the strengths and
165 needs of client populations using skills in social policy formulation,
166 political processes, and advocacy; students are also able to respond to
167 emerging social problems and concerns that result from rapidly
168 changing local, state, national, and global issues.
- 169 4. Respond confidently to change, integrate evidence-based knowledge
170 into their practice, conceptualize principles for practice, and confront
171 the difficult ethical dilemmas that may be inherent in practice.
172

173 Another School goal is to infuse professional social work practice into public
174 social services, educational institutions, and state and local agencies. The School
175 actively engages in ongoing consultation, research and program development with
176 public, for-profit/proprietary, and nonprofit agencies, and provides educational
177 opportunities for practitioners at all levels. In order to meet these goals, the School of
178 Social Work is committed to fostering the development and involvement of its
179 instructional faculty in maintaining a quality program that is effective in responding to the
180 needs of students, the university community, and surrounding communities.
181

182 2.0 General Principles of the Reappointment, Tenure, and Promotion (RTP) Process

183
184 2.1 Governing Documents

185
186 2.1.1 The School of Social Work adopts this document pursuant to *the*
187 *mandate of Section 3.5 of the University RTP Policy and in accordance*
188 *with the CSU-CFA Collective Bargaining Agreement (CBA).*

189
190 2.1.2 The School of Social Work as an academic unit within the CHHS
191 shall adopt RTP policies that *articulate standards and criteria to be applied*
192 *in the evaluation of candidates in all three areas of evaluation. The*
193 *standards adopted at the Department level shall not be lower than*
194 *College-level standards. If any provision of the Department RTP*
195 *document, or the RTP document conflicts with any provision within the*
196 *College or University RTP documents, the conflicting provision shall be*
197 *severed from the rest of the Department's RTP document and deemed*
198 *void.*

199
200 2.1.3. The School shall provide an evaluation each year of all candidates
201 for reappointment leading to tenure as a means of apprising the probationary
202 faculty members of their strengths and areas of needed improvement

203
204 2.1.4. The quality of faculty performance is the most important element to
205 consider in evaluating individual achievement. Criteria are evaluated in
206 the context of the mission and goals of the School, the College, the
207 University and the professional interest of the individual faculty member.

208
209 2.2 Standards

210
211 2.2.1 Evaluations and recommendations from the School RTP Committee
212 and School Director *shall evaluate evidence of a candidate's strengths*
213 *and weaknesses associated with each of the established standards, not*
214 *just merely restate or summarize the candidate's narrative. Evaluations*
215 *shall include an analysis of the candidate's roles, performance, and*
216 *achievements within the School and the social work discipline. Prior*
217 *reviews will be used as one basis for measuring the degree and quality of*
218 *improvement.*

219
220 2.2.2 *Evaluations of a candidate's record must be guided by the principle*
221 *that the higher the academic rank, the greater the expectation for*
222 *demonstrated excellence in teaching, scholarship, and service.*

223
224 2.2.3 The unique expectations of the profession of social work require
225 that the faculty member keep abreast of scholarly and applied discourse in

226 relevant sub-fields within the profession that are applicable to the faculty
227 member's areas of teaching and research interests.

228
229 2.2.4 Candidates for reappointment and/or promotion are expected to
230 have continuously demonstrated positive qualities and behaviors
231 compatible with collaborative governance and mutual responsibility. The
232 expected qualities and behaviors must embrace the intention of
233 empowering, enriching, and supporting students, faculty, staff, the
234 academic unit, College, University and the community. The qualities and
235 behaviors include adherence to departmental participatory norms, social
236 work ethical standards, and practice principles that reflect collegial and
237 professional behavior.

238 239 3.0 Evaluation of Faculty Performance

240 241 3.1 Faculty Performance

242
243 Per the University document, the School is responsible for *defining further the*
244 *standards of excellence and accompanying criteria for reappointment, tenure,*
245 *and promotion...consistent with the mission and needs of both the university and*
246 *the college. RTP standards and criteria shall articulate expectations for faculty*
247 *accomplishments in all three areas of evaluation: 1) instruction and*
248 *instructionally-related activities; 2) research, scholarly, and creative activities*
249 *(RSCA); and 3) service and engagement at the University, in the community, and*
250 *in the profession.*

251 A. Candidates for tenure or promotion are expected to demonstrate
252 competence in all three evaluative categories.

253 B. It is the responsibility of the candidate for reappointment, tenure, and/or
254 promotion to provide evidence of his or her performance in each of the
255 evaluation categories. *In order to present their achievements in the most*
256 *coherent intellectual and professional context, candidates are required to*
257 *present a written narrative describing their work in each of the categories*
258 *to be evaluated. The narrative is intended to serve as a guide to*
259 *reviewers in understanding the faculty member's professional*
260 *achievements.*

261 C. Satisfaction of the expectations in all three evaluative categories is
262 necessary for a positive recommendation of reappointment, tenure, and/or
263 promotion.

264 265 3.2 Criteria for Evaluation

266
267 Criteria for the evaluation of the faculty members' teaching effectiveness, RSCA,
268 and service are discussed in Sections A, B, and C. below.

270 A. Teaching Effectiveness

271 Substantial evidence of effectiveness as a teacher is necessary to merit a
272 positive recommendation of retention, tenure, or promotion. *Effective*
273 *teaching requires that faculty members reflect on their teaching practices*
274 *and assess their impact on student learning. Thoughtful, deliberate efforts to*
275 *improve instructional effectiveness that may result in adopting new teaching*
276 *methodologies are expected of all faculty members. Effective teaching also*
277 *requires that faculty members engage in professional development activities*
278 *associated with classroom and non-classroom assignments. Teaching*
279 *methods shall be consistent with course/curriculum goals and shall*
280 *accommodate student differences.*

281
282 Expectations must be met based on established criteria of teaching
283 effectiveness that may be reflected in a variety of instructional and
284 instructionally related activities such as: *teaching and fostering learning*
285 *inside and outside the traditional classroom; curriculum development;*
286 *academic and academic-unit advising; supervision of student research,*
287 *fieldwork, laboratory work; supervision of students in clinical settings;*
288 *direction of student performances and exhibitions; and related activities*
289 *involving student learning and student engagement. Additional instructional*
290 *activities may include, but are not limited to: mentoring students, taking*
291 *students abroad for academic and cultural study; and supervising students in*
292 *the production of theses, projects and other capstone experiences.*

293
294 Teaching effectiveness will be evaluated in terms of the following dimensions:
295 pedagogical approach and method, students' and peer evaluation of
296 instruction, and ongoing development as a teacher and in the profession.

297
298 A.1. Pedagogical Approach and Method

299 Instructional methods should be appropriate to courses taught, and
300 should satisfy School and Council on Social Work Education (CSWE)
301 accreditation standards. Course materials should be current,
302 comprehensive, and objectively cover required content areas. The
303 course design should convey the goals, objectives, requirements,
304 method of delivering the instruction, and grading practices. *Instructional*
305 *practices and course materials shall clearly convey to students expected*
306 *student outcomes and learning goals. Assessment methods should align*
307 *with instructional practices.*

308
309 A variety of data sources will be utilized to evaluate whether or not
310 the candidate's instructional philosophy and teaching method satisfy
311 the School's expectations. These sources may include: an assessment
312 of course materials (e.g., approved standard course outlines, handouts,
313 examinations, exercises), grading practices relative to colleagues, and a

314 peer evaluation of the candidate's teaching based on one classroom
315 visit.

316
317
318 A.2. Evaluations of Instruction

319 Student course evaluation data will be used to assess student
320 response to the candidate's teaching effectiveness. All candidates,
321 regardless of rank, must submit the evaluation summary sheets for all
322 the courses in which the university administered SPOT evaluations were
323 given.

324 These data will be subjected to peer evaluation and compared to
325 normative School and College student class evaluations.

326 *While, on rare occasions, student evaluations might fall below the usual*
327 *standards of the School and/or the college for reasons that should be*
328 *explained in the candidate's narrative, overall, student ratings of*
329 *instruction are expected to be consistently favorable when compared to*
330 *identical courses within the academic unit.*

331 Candidate's teaching effectiveness will also be assessed through peer-
332 review of a candidate's class while in session. Such evaluation will be
333 conducted by peers from the School RTP Committee. Such evaluations
334 of classroom performance will be assessed for standards commensurate
335 with the rank of the candidate:

- 336 (a.) *Candidates for reappointment must provide evidence of either*
337 *continued improvement in teaching or a sustained level of high-*
338 *quality teaching.*
339 (b.) *Candidate for tenure and/or promotion to the rank of Associate*
340 *Professor must provide evidence of a sustained level of high-*
341 *quality teaching.*
342 (c.) *Candidates for promotion to the rank of Professor must provide*
343 *evidence that the candidate has reached a consistent level of*
344 *teaching excellence.*

345
346 Candidates are encouraged to submit additional evidence of teaching
347 effectiveness, including but not limited to: evaluations of conference and
348 workshop presentations, training offered to community-based
349 professional participants and letters, citations, or commendations related
350 to teaching effectiveness from students or student groups.

351
352 A.3. Ongoing Development as a Teacher and Professional

353 This evaluative standard includes activities designed to keep abreast of
354 new professional developments within one's area of expertise, and
355 efforts made to enhance the candidate's ability to more effectively
356 address salient aspects of teaching such as classroom communication.
357 The pattern of ongoing development as a teacher should be described in

358 a narrative developed by candidates supported by exemplar materials.
359 The narrative may include, but is not limited to, practice-related
360 development and enhancement; documentation of consultation in
361 interaction with colleagues or staff at the CSULB Faculty Center for
362 Professional Development regarding pedagogical issues or test
363 construction; participation in specialized seminars, workshops, or
364 conferences; documentation of efforts to share materials with colleagues
365 or to contribute to curricular development beyond courses taught;
366 enrollment in courses or certificate programs; and involvement in
367 mentoring relationships which provide opportunities for professional
368 development; and development of new instructional programs or
369 materials, including electronic or multimedia materials.

370
371 A.4. Evidence of Teaching Effectiveness

372 The candidates may provide evidence of achievement as effective
373 teachers in a variety of innovative activities. The following examples are
374 illustrative, not exhaustive, of the possibilities. Faculty may develop
375 creative methods of teaching content that enhance learning; develop
376 training films; engage in student mentoring activities; offer School or
377 College presentations that demonstrate creative methods of addressing
378 the learning needs of student groups; develop means of seeking
379 feedback from students; develop new curriculum; secure grants for class
380 enhancement; collaborate in creative community partnerships in benefit
381 to student learning; present juried poster sessions or presentations on
382 teaching innovations; and develop collaborative projects (e.g.,
383 publications workshops, conferences, grants, independent research
384 projects) with students. Candidates are encouraged to provide a
385 narrative describing any extraordinary characteristics of the learning
386 environment that may have impacted student evaluations or other
387 evidence presented.

388
389 B. Research, Scholarly, and Creative Activities (RSCA)

390
391 Faculty are expected to develop and sustain an ongoing program of
392 research, scholarly and creative activity that demonstrates intellectual and
393 professional growth over time which reflects increasing leadership in the
394 discipline commensurate with rank. Research, scholarly, and creative
395 activities must result in publications and other professional documents that
396 can be disseminated and judged by peers. Faculty scholarly activities may
397 be designed to expand the profession's knowledge base by providing new
398 discoveries; expanding existing information; developing practical
399 applications of existing knowledge; or developing new insights or methods
400 of integrating what is currently known in their disciplinary area. RSCA
401 contributions may be assessed for disciplinary impact, impact on students,

402 and/or impact on the greater community.

403
404 Despite the range of possible activities noted below, the candidate is
405 apprised that none of these activities, however, supplant the requirement
406 that candidates produce peer-reviewed publications in discipline-appropriate
407 venues:

408
409 **B.1. Refereed Journal Articles**

410 Candidates must elaborate on the characteristics of the journal to
411 establish its quality. Following are some of the options for elaborating on
412 journal characteristics: the peer-review nature of the journal; the
413 acceptance/rejection rate for the journal; professional sponsorship or
414 other affiliation status of the journal; status of the journal within the
415 discipline of social work; evidence of the inclusion of journal abstracts in
416 relevant disciplinary abstracting services, and/or citations to the article.

417
418 **B.2. Books and/or Chapters in Books**

419 Evidence may include the academic standing of the publisher, published
420 reviews, and evidence of readership (e.g., size of the press run, sales,
421 course adoptions) and citation frequency.

422
423 **B.3. Contributing Authorship**

424 Where the publication is not a sole-authored work, the amount or nature
425 of the candidate's contributions must be specified and described relative
426 to other collaborative authors.

427
428 **B.4. Sponsored Research**

429 Evidence of the application for, or the securing of, external funds to
430 support scholarly research.

431
432 **B.5. Conference Presentations**

433 Evidence may include presentations in peer-reviewed symposia, and
434 paper presentations. Evidence should include the peer review process
435 used for the conference, and the scope of the professional organization
436 sponsoring the conference (i.e., international, national, regional, or local.)
437 Conference presentations represent a form of scholarly activity that may
438 enhance, but does not supplant, the requirement that candidates
439 produce peer-reviewed publications.

440
441 **B.6.** Candidates are encouraged to submit additional evidence of
442 scholarly activities, including, but not limited to the following:
443 development of agency or organizational training manuals or other
444 training materials; textbooks; policy documents; evaluation or program
445 implementation/assessment protocols; conference roundtables, and

446 poster sessions; specialized agency presentations; editorial
447 assignments; funded project/grant evaluations; submitted but not yet
448 approved scholarly documents or grants; and appointments to selection
449 panels for grants, fellowships, contracts, awards, and conference panel
450 presentations where the role of the candidate is explicated.

451
452 B.6.a. Invited Publications and/or Presentations

453 The candidate should include the stature of the editor of the special
454 issue or book; the stature of other contributors to the publication;
455 the academic standing of the publisher; the scope of the
456 professional organization extending the invitation; and the number
457 of invited colloquia given at the College/University level.
458 Presentations of poster sessions may also be included with
459 appropriate descriptions of the content and scope and stature of the
460 professional organization hosting the poster session.

461
462 B.6.b. Editorial Roles

463 These activities may include actions as an editor-in-chief, associate
464 editor, contributing editor, or assistant editor; guest editor for a
465 special issue of a journal; membership on an editorial board;
466 invitations to serve as an ad hoc reviewer on journal submissions;
467 membership on a grant review panel; and invitations to serve as an
468 ad hoc reviewer for grant applications.

469
470 B.6.c. Professional Consulting Activities

471 Evidence should include the number and scope of technical reports
472 and the frequency and range of clients for consulting activities
473 during the review period.

474
475 B.6.d. Professional Honors, Awards, and Other Forms of
476 Recognition

477 The Candidate may submit evidence of election as an officer of a
478 professional organization by providing description and scope of the
479 organization; recognition through a fellowship status in a
480 professional organization; awards, prizes, and other forms of
481 recognition; and should also include a description of the scope of
482 the international, national, regional, or local organization granting
483 the recognition.

484
485 C. Service

486 Service includes activities that contribute to the development and
487 accomplishment of School, College, University, and professional human service
488 and community goals. *All CHHS faculty members are required to participate*
489 *collegially, constructively, and respectfully in the process of faculty governance*

490 *through service to their academic units, the college and the university.*
491 *Additionally, CHHS faculty members are expected to provide quality service and*
492 *leadership in the community and/or to the profession.*
493

494 C.1. Criteria

495 All faculty are expected to participate actively in the process of faculty
496 governance, as well as human service and professional social work
497 organizational activities. Evidence of professional service may include
498 participation on School, College, and University committees, commissions,
499 or task forces; holding elective or appointed office within local, state, or
500 national professional organizations; membership on professional
501 organization committees; agency board or committee membership; and
502 community board, commission, task force, or committee memberships;
503 and consulting with or providing specialized training services to social
504 work agencies in one's areas of expertise. Candidates are encouraged to
505 provide a narrative elaborating on specific leadership roles and
506 professional contributions made in any of the above activities.
507

508 *The expectations regarding the depth of service involvement depend upon*
509 *faculty rank and experience:*

510 *1.) During the first three years of probationary appointment, faculty*
511 *members are not required to participate in college and university service;*
512 *however, they are expected to perform quality service at the academic unit*
513 *level.*

514 *2.) For tenure and promotion to the rank of Associate Professor, faculty*
515 *members are required to make quality service contributions to their*
516 *academic unit and to the college. Additionally, candidates for tenure and*
517 *promotion to the rank of Associate Professor must have made quality*
518 *service contributions to the community and/or to the profession.*

519 *3.) For promotion to the rank of Full Professor (consistent with University*
520 *and College policy) faculty members are required to have provided*
521 *significant, quality service and leadership in their academic unit, college,*
522 *and at the university, as well as a sustained pattern of quality service*
523 *contributions either in the community or to the profession.*
524

525 C.2. Additional Evidence of Service Achievement

526 Faculty may strengthen their service achievements with active
527 involvement in activities such as authorship of documents, or development
528 of materials pertinent to the University, College, or School 's mission;
529 sponsorship, or serving as advisor for student and alumni groups;
530 mentoring of faculty; and human service consultations, collaborations, and
531 partnerships. Media interviews, articles, and/or editorials that advance
532 social work knowledge and research and/or promote the image of the
533 profession are also considered evidence of service. Advocacy of social

534 work ideals and values through the use of electronic media will also be
535 considered.

536 537 538 539 4.0 Appointment and Promotional Level Criteria

540
541 *All tenured and probationary faculty undergo performance review and evaluation.*
542 *Probationary faculty members are evaluated each year. During years when the*
543 *candidate is not being reviewed for reappointment, tenure, and/or promotion, the*
544 *candidate will undergo periodic review. Tenured faculty members are evaluated every*
545 *five (5) years.*

546 The following actions apply to candidates who are appointed at the rank of
547 assistant professor with no service credit, and to candidates who are post-tenure.
548 Actual timelines may vary according to level of appointment and service credit.

549 550 4.1. Probationary Faculty

551 Probationary faculty with zero years of service credit at the time of their
552 appointment are eligible to file a Professional Development Plan (PDP) in their
553 first year of appointment, in lieu of a mini review. The PDP is an articulation of
554 the new faculty member's professional goals, areas of interest, and
555 accomplishments that they expect to achieve in each of the three areas of
556 evaluation: teaching, scholarly and creative activities and service. The decision
557 to complete a mini-review in lieu of a PDP may be made by the School Director
558 and the Dean in consultation with the faculty member. The PDP is an opportunity
559 to "self-assess" and to clarify University, College and School expectations and
560 goals for the candidate. Teaching evaluations summaries for the first semester
561 must be included with the PDP.

562 563 4.2. Evaluation of Probationary Faculty (Mini-Review)

564
565 *In the first year and second years of service, the annual evaluation takes the*
566 *form of a periodic review. The periodic review provides the candidate with*
567 *feedback on progress toward tenure. The periodic review is conducted by the*
568 *School RTP committee, the School chair, and the college dean. The*
569 *periodic review provides guidance for professional development, especially with*
570 *regard to the candidate's progress toward reappointment and, later, tenure.*
571 While such reviews do not result in any job actions (e.g., reappointment, tenure,
572 or promotion) these evaluations will monitor the candidate's progress towards
573 tenure. Based upon criteria established by the School and the College, a
574 candidate for reappointment must show evidence of progress in all three areas of
575 evaluation.

578 4.3. Reappointment, Tenure, and Promotion Reviews

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

582 *In the first and second years of reappointment (or fourth and fifth years of*
583 *continuous service), the annual evaluation takes the form of a periodic or*
584 *reappointment review, as appropriate. In the third year of reappointment (or the*
585 *sixth year of continuous service) the annual evaluation takes the form of a tenure*
586 *review, which may also be a review for promotion.*

587 *A probationary faculty member may request consideration for early tenure and*
588 *promotion prior to the scheduled sixth year review.*

589 *The candidate for reappointment is expected to demonstrate effective teaching*
590 *responsive to the learning needs of CSULB's diverse students and to the*
591 *University's educational mission. The candidate is expected to show progress in*
592 *his or her program of ongoing RSCA and to have produced initial scholarly and*
593 *creative achievements. The candidate is expected to have made service*
594 *contributions primarily at the departmental or program level and consistent with*
595 *(School) and College service expectations.*

596
597 4.4. Awarding of Tenure

598 *The awarding of tenure represents the University's long-term commitment*
599 *to a faculty member and is granted when the candidate has demonstrated*
600 *the ability to make ongoing and increasingly distinguished professional*
601 *contributions to the University and to the profession. Tenure is based on a*
602 *candidate's demonstration of a sustained record of high quality scholarship over*
603 *multiple years and provision of evidence leading to the belief that a candidate will*
604 *continue to be productive. Tenure is not based solely on the quantity of scholarly*
605 *output, courses taught, or committees on which one has served. The candidate*
606 *must present evidence of meeting the required tenure criteria in all three areas of*
607 *evaluation as established in the RTP policies of the Department, College, and the*
608 *University. For review of an assistant professor, tenure, and promotion to*
609 *associate professor normally are awarded together.*

610
611
612 4.5. Appointment/Promotion to Associate Professor

613 *An associate professor is expected to be an excellent teacher who is*
614 *highly effective in the classroom, fosters quality learning experiences, and*
615 *is responsive to the needs of CSULB's diverse students and to the*
616 *University's educational mission. At this rank, the faculty member is*
617 *expected to have a successful and ongoing program of RSCA. The*
618 *candidate is expected to have produced high-quality peer-reviewed work,*
619 *which contributes to the advancement, application, or pedagogy of his or*
620 *her discipline or interdisciplinary field of study. The candidate is expected*
621 *to have made high-quality service contributions to the academic unit, the College*

622 and the University.

623
624 4.6. Appointment/Promotion to Professor

625 *Standards for promotion to full professor shall be higher than standards for*
626 *promotion to associate professor. A full professor is expected to demonstrate a*
627 *consistent record of excellence in teaching, student engagement, and curricular*
628 *development. The successful candidate will have a proven program of RSCA that*
629 *includes high-quality contributions to the advancement, application, or pedagogy*
630 *of his or her discipline or interdisciplinary fields of study. The candidate is*
631 *expected to have disseminated a substantial body of peer-reviewed work at the*
632 *national or international levels. In addition, a full professor shall have provided*
633 *significant service and leadership at the University and in the community or the*
634 *profession.*

635 *An associate professor becomes eligible for promotion review to full professor in*
636 *the fifth year at the associate rank. A tenured associate professor may seek early*
637 *promotion to full professor prior to the fifth year in rank.*

638 *A tenured faculty member may choose not to be evaluated for promotion in a*
639 *given year; however, the faculty member will still be required to undergo the five-*
640 *year periodic evaluation of tenured faculty.*

641
642
643 4.7. Early Tenure or Early Promotion

644 *In accordance with the University RTP document, early tenure and early*
645 *promotion are granted only in exceptional circumstances and for compelling*
646 *reasons. A potential candidate should receive initial guidance from the School*
647 *Chair and College Dean regarding the criteria and expectations for early tenure*
648 *and early promotion. Assistant professors may apply for early promotion, early*
649 *tenure, or both. Tenured associate professors may apply for early promotion to*
650 *full professor. However, non-tenured associate professors may not apply for*
651 *early promotion to full professor without also seeking early tenure.*

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

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

661 *In order to receive a favorable recommendation for early promotion to associate*
662 *professor or full professor, a candidate must achieve a record of distinction in all*
663 *three areas of evaluation that clearly exceeds in substantial ways the*
664 *requirements established in the department and college policies.*

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

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

674 4.8. Joint Appointment

675 The School shall use the existing criteria of each academic unit to evaluate
676 the individual holding joint appointment pursuant to current Academic Senate
677 Policy.
678

679 5.0. Responsibilities in the RTP Process

680 5.1. The Candidate

681 *5.1.1 The initial responsibility to ensure compliance with RTP policies and*
682 *deadlines rests with the candidate. The candidate is responsible for*
683 *initiating the School RTP process by following all published time frames*
684 *for the handling of documents to be reviewed. In order to be considered*
685 *for any RTP personnel action, the candidate must submit an RTP file.*

686 *5.1.2. In order to present their achievements in the most coherent*
687 *intellectual and professional context, candidates are urged to present a*
688 *written narrative describing their work in each of the categories to be*
689 *evaluated. The narrative is intended to serve as a guide to reviewers in*
690 *understanding the faculty member's professional goals and values as they*
691 *relate to the expectations of the School, College, and University. All*
692 *supporting materials should be referenced and clearly explained.*

693 *5.1.3. Candidates may request a meeting to review recommendations with*
694 *both the academic unit RTP Committee and Director of their academic*
695 *unit. Candidates have the contractual right to respond in writing to these*
696 *recommendations.*

697 *5.1.4. The candidate may request an external evaluation consistent with*
698 *current Senate policy and the CBA.*

699 *5.1.5. Prior to the final decision, candidates for promotion may withdraw*
700 *without prejudice from consideration at any level of review.*
701
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709 5.1.6. *At all levels before recommendations are forwarded to a*
710 *subsequent review level, candidates may submit a rebuttal statement or*
711 *response in writing and/or request a meeting be held to discuss the*
712 *recommendation within ten (10) calendar days following receipt of the*
713 *recommendation. A copy of the response or rebuttal statement shall*
714 *accompany the candidate's file and also be sent to all previous levels of*
715 *review. This section shall not require that evaluation timelines be*
716 *extended.*

717
718 5.1.7. All candidates are expected to comply with the policies set forth in
719 the University, College and School RTP policy. As such, all candidates
720 are encouraged to review the policies pertinent to each level of review.
721

722 5.2. The School RTP Committee

723
724 5.2.1. The School RTP Committee shall include five tenured full-time
725 faculty. At least three of the five members must be at the rank of
726 Professor. Committee members shall be elected by a majority vote of
727 tenured and probationary faculty.
728

729 5.2.2. Faculty who are on full-time leave or full-time reimbursed service
730 may serve on the School RTP committee provided they are in active
731 status during the semester in which the review takes place.
732

733 5.2.3. If a member of the School RTP Committee is elected to serve on
734 the College Committee, that member shall no longer serve on the School
735 Committee, and an election shall be held to replace that person as soon
736 as possible. *No one individual may participate in the evaluation of any*
737 *single candidate in more than one level of review.*
738

739 5.3. The School Director

740
741 5.3.1. The School Director shall ensure that all tenured and probationary
742 faculty receive copies of departmental, College, and University policies on
743 reappointment, tenure, and promotion.
744

745 5.3.2. The School Director shall meet with the School RTP Committee
746 prior to the beginning of the School evaluation process to review the
747 School, College, and University processes and procedures.
748

749 5.3.3. The School Director shall assist candidates for reappointment,
750 tenure, and promotion by reviewing relevant documents and by providing
751 explanation of the review process.
752

753 5.3.4. The School Director may serve as a member of the RTP
754 Committee.

755
756 5.3.5. The School Director may make an independent recommendation on
757 all reappointment, tenure, and promotion decisions, unless serving as a
758 member of the RTP Committee.

759
760 5.3.6. *At all levels of review, before recommendations are forwarded to a*
761 *subsequent review level, faculty unit employees shall be given a copy of*
762 *the recommendation and the written reasons therefore. The faculty unit*
763 *employee may submit a rebuttal statement or response in writing and/or*
764 *request a meeting be held to discuss the recommendation within ten (10)*
765 *days following receipt of the recommendation. A copy of the response or*
766 *rebuttal statement shall accompany the Working Personnel Action File*
767 *and also be sent to all previous levels of review.*

768
769
770 **6.0. Timelines for RTP Actions**

771
772 Each academic year, the University Division of Academic Affairs provides
773 notification of the timelines for the RTP process, deadlines for the submission of the
774 candidate's materials, dates for the open period, deadlines for completion of all reviews
775 by all RTP review levels, and the timeline for final decision notification to the candidate
776 consistent with the requirements of the CSU-CFA Collective Bargaining Agreement
777 (CBA).

778
779 6.1. The School shall post a list of candidates being considered for
780 reappointment, tenure, or promotion with guidelines to the open period. A copy of all
781 information submitted during the open period will be provided to the candidate and
782 will be included in the candidate's file.

783
784 6.2. The candidate prepares review materials and submits them to the School RTP
785 Committee by the University-established deadline.

786
787 6.3. The School RTP Committee reviews the candidate's materials and submits
788 its written recommendation to the next level of review by the established deadline.
789 At each level of review, the candidate shall have the right to provide a
790 rebuttal/response in writing no later than ten (10) calendar days following receipt of
791 the recommendation.

792
793 6.4. The School Director, if eligible, reviews the candidate's materials and may
794 provide an independent written evaluation and recommendation to the next level of
795 review by the established deadline.

797 6.5. The College of Health and Human Services' (CHHS) RTP Committee reviews
798 the candidate's materials and written recommendations and provides an
799 independent recommendation and forwards all materials to the Dean of the CHHS.
800

801 6.6. The Dean of the CHHS reviews the materials and forwards his/her written
802 review to the office of the Provost.
803

804 6.7. The Provost reviews the candidate's materials and provides an independent
805 written recommendation to the President who has the authority to make the final
806 decisions for the University. The President, or Provost as his/her designee, notifies
807 the candidate of the final decision regarding reappointment, tenure, and/or
808 promotion by established deadlines.
809

810 7.0. Amendments to the School RTP Policy

811

812
813 7.1. Existing or subsequent provisions of the School RTP policy that are in
814 conflict with provisions of the University, College, or the California State University
815 Memorandum of Understanding shall be inoperative.
816

817 7.2. The School RTP policy may be amended by a motion initiated by the RTP
818 Committee, RTP document evaluation subcommittee, or by a petition initiated by a
819 tenured and probationary faculty member, and signed by a simple majority of
820 tenured and probationary faculty.
821

822 7.2.1. Motions or petitions to amend the School RTP policy must be
823 approved by a simple majority of tenured and probationary faculty.
824

825 7.2.2. Tenured and probationary faculty, including those on leave or in
826 FERP capacity, are eligible to vote on School RTP policy decisions.
827

828 7.2.3. Voting on School RTP policy amendments shall be by mailed ballot.
829

830 7.2.4. Amendments must be approved by a simple majority of votes cast
831 by tenured and probationary faculty, and approved by the Faculty Council,
832 the Dean, and the Provost.