

1.2.3 Faculty achievements may vary from those of colleagues yet still meet the standards consistent with the department, college and university RTP policies for reappointment, tenure, or promotion.

1.3 Values

The criteria according to which decisions regarding reappointment, tenure, and promotion (RTP) are made are among the clearest expressions of the university community's values. The criteria in this policy are based on, and all college and department RTP policies should embody, the following values:

1.3.1. CSULB values diversity, equity, inclusion, and accessibility. This policy and all college and department RTP policies should reflect these values.

CSULB recognizes that cultural and identity taxation has the potential to create inequities within all faculty evaluation areas. This policy and all college and department RTP policies should be structured and interpreted in ways that minimize these inequities.

1.3.2. Faculty mentoring, advising, and other similar interactions help create a supportive, inclusive, collegial environment benefiting the CSULB community. This policy should be interpreted as valuing these

and documents such as syllabi, assignments, or other materials that show what the course was like before and after the changes.

2.1.3 Instructional Practices that Foster Learning: Summative Assessment

Effective instruction engages and helps students learn the desired course outcomes. Instructional methods should be consistent with course/curriculum goals and should accommodate student differences.

Within their narratives, candidates should discuss (and committees should consider) effective instructional strategies for student learning.

Evidence supporting the narrative could include but is not limited to student work samples (including multiple iterations of the same assignment with instructor feedback), assessments, syllabi, peer observations, a short video clip of the candidate's teaching together with a narrative description, observations by trained observers, support letters, qualitative or quantitative student perception data, and other supporting

Departments and colleges, however, **should not limit** candidates to an exclusive list of RSCA activities or accomplishments. Candidates bear ultimate responsibility for documenting the quality, impact, and extent to which their accomplishments use or expand disciplinary knowledge or skills.

Faculty members are expected to make significant and ongoing contributions of substance in RSCA throughout their careers. All faculty members are expected to produce quality RSCA achievements that contribute to the advancement, application, or pedagogy of the discipline or interdisciplinary studies.

Within their narratives candidates should discuss (and committees should consider) their scholarly vision or program--the questions, issues, or problems guiding their work and aims or expected outcomes of their work. They should discuss the work's trajectory and evolution, as well as describe why the selected activities are high quality, relevant, or impactful within their fields. The narrative is not meant to be merely a list of activities and candidates are not expected to discuss every accomplishment. Candidates are encouraged to refer readers to supporting documents without repeating their contents. The text should be written to be understandable by colleagues outside their fields. In addition, candidates must disclose and describe any scholarly or creative activities for which they receive reassigned time or additional compensation.

2.3 Service

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.

All tenure-track and tenured faculty members are expected to participate in the collegial processes of shared governance on campus and to maintain active engagement benefitting the university, community, and/or profession through high-quality service contributions and activities throughout their careers.

Service work acceptable for reappointment, tenure, or promotion can take any of several forms. Although this document broadly categorizes service activities in terms of impact on campus, community, or profession, these designations are neither discrete nor mutually exclusive. Some forms of service may be informal, while others may be through structured roles. The following examples should not be construed as exhaustive:

- **Campus Service:** Service and leadership on department, college, university, CSU systemwide committees and task forces; oversight and maintenance of departmental labs, facilities, and supervision of student workers; service to student organizations; service to CFA.
- **Community Service:** Board memberships; consulting with agencies in areas relevant to academic expertise.
- **Service to the Profession:** External grant reviewer; peer-reviewer for scholarly publications; leadership for professional organizations; mentoring, coaching, and advising of colleagues and students in the discipline.

The University RTP policy can only provide a guiding framework for candidates and committees engaged in evaluating service work. Colleges and departments must develop their own definitions, standards, and criteria for the evaluation of service.

. Departments and colleges must make clear to candidates the types of service appropriate to faculty rank, experience, and course load. In no case shall departments and colleges limit candidates to an exclusive list of service activities or accomplishments necessary for reappointment, tenure, or promotion. Differential workloads may result in varied service expectations.

profession. All faculty, however, are expected to contribute to shared governance activities on campus.

As noted in the Collective Bargaining Agreement, mentoring, advising, and outreach activities, including those caused by cultural and identity taxation, are particularly important for supporting underserved, first-generation, international, and/or underrepresented students. Service activities like these (whether academic or personal, supporting faculty or students), may be difficult for candidates to document in conventional ways. Department and college policy should specify the evaluation criteria and the process to recognize their importance and guide candidates on necessary levels of evidence to document these activities.

Department and college evaluation criteria should also be based on recognition that service to the community or profession should connect to candidates' academic expertise and professional goals. Departments and colleges are encouraged to outline criteria that acknowledge work done in support of diversity, equity, inclusion, and access, on campus and off campus as well as in support of racial and social justice, including for instance the elimination of anti-Blackness more broadly.

Within their narratives, candidates must disclose and describe whenever activities include reassigned time or compensation, including details about the expectations or goals of the service activity. In general, candidates should discuss service activities by outlining the activity's objectives or actions (for instance, what a committee does and how often it meets), articulate their own contributions to the work accomplished (for instance, officer/leadership roles and concrete contributions such as drafts of memos or policies), and then describe outcomes or impact of the work. Student mentoring or advising (when being considered as service) could be described in terms of its goals, aims, or philosophy, followed by discussion of the scope (e.g., numbers of students, extent of work) and impact of the candidate's work, highlighting student success. Candidates can describe off-campus or profession-linked work in terms of what the work is, how it utilizes the candidate's academic expertise, and how it impacts the profession or wider community. In general, candidates should discuss and (when possible) document the importance, scope, and length of their service accomplishments, noting the time, effort, and amount of work involved in the activities as well as (when possible) the overall impact of the service and the number of individuals impacted.

Candidates should describe, and department and colleges should recognize and take into account as part of the service workload activities supporting our diverse student population, including underserved, first-generation, and/or underrepresented students.

3.0 RESPONSIBILITIES IN THE RTP PROCESS

Participants in the RTP process include the candidate, the department RTP committee, the department

3.5 College RTP Policy

All tenure-track and tenured undergo performance review and evaluation. Tenure-track faculty members are evaluated each year. During years when the candidate is not being reviewed for reappointment, tenure, and/or promotion, the candidate will undergo periodic review. Tenured faculty members are evaluated every five (5) years.

The following timelines apply to candidates who are appointed at the rank of assistant professor with no service credit; actual timelines may vary according to level of appointment and service credit.

4.1 Evaluation of Tenure-track Faculty for Reappointment

In the first year and second years of service, the annual evaluation takes the form of a periodic review. The periodic review provides the candidate with feedback on progress toward tenure. The periodic review is conducted by the department RTP committee, the department chair, and the college dean. The periodic evaluation in the first year may just be reviewed by the Department Chair and the Dean.

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

4.2 Evaluation of Tenure-track Faculty for Tenure and Promotion

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

A tenure-track faculty member may request consideration for early tenure and promotion prior to the scheduled sixth year review. This process is discussed under Section 5.5.

4.3 Evaluation of Tenured Faculty for Promotion

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An associate professor becomes eligible for promotion review to full professor in the fifth year at the associate rank. A tenured associate professor may see

5.2 Awarding of Tenure

The awarding of tenure represents the university's long-term commitment to a faculty member and is granted when the candidate has demonstrated the ability to make ongoing and increasingly distinguished professional contributions to the university and to the profession.

Tenure is based on a candidate demonstrating a sustained record of high-quality work over multiple years and evidence leading to the belief that a candidate will continue being productive in all three areas. Tenure is not based solely on the quantity of scholarly output, courses taught, or committees on which one has served.

The candidate must present evidence of meeting the required tenure criteria in all areas of evaluation as established in the RTP policies of the department, college, and the university. For review of an assistant professor, tenure and promotion to associate professor normally are awarded together.

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5.5.2 Early Promotion

To receive a favorable recommendation for early promotion to associate professor or full professor, a candidate must achieve a record of distinction in all three areas that clearly exceeds in substantial ways the requirements in department policies. Colleges and Departments must make clear what qualifies as exceeding in substantial ways.

In addition, candidates for early promotion are encouraged to participate in the external evaluation process according to the Academic Senate policy on External Evaluation of Research, Scholarly, and Creative Activities.

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

6.0 STEPS IN THE RTP PROCESS

6.1 The Office of Faculty Affairs determines the timelines for the RTP process, including deadlines for the submission of the candidate's materials, dates for the open period, completion of all RTP reviews by all review levels, and final decision notification to the candidate. The deadlines for notification of final actions shall be consistent with the requirements of the CSU-CFA Collective Bargaining Agreement (CBA).

6.2 The Office of Faculty Affairs notifies all faculty members of their eligibility for review and specifies items required to be provided by all candidates.

6.3 Departments must post outside the department office a list of candidates being considered for reappointment, tenure, or promotion, following timelines and guidelines for the open period provided by the Office of Faculty Affairs and consistent with the requirements of the CBA. Departments must also disseminate this list to department faculty unit employees, staff, and students electronically. The announcements shall invite statements about qualifications and work of the candidate and its impact. These submissions may be electronic, but cannot be anonymous.

6.4 A copy of all statements submitted during the open period shall be provided to the candidate by the department RTP committee chair or department chair. The department RTP committee chair or department

6.10 The President (or designee) reviews the candidate's materials and provides an independent written