

CALIFORNIA STATE UNIVERSITY, LONG BEACH
DEPARTMENT OF RECREATION AND LEISURE STUDIES

DEPARTMENTAL REAPPOINTMENT, TENURE, AND PROMOTIONS POLICY:
TABLE OF CONTENTS

<u>1.0 GUIDING PRINCIPLES</u>	2
1.1 Mission and Vision	2
1.2 Guiding Principles of Reappointment, Tenure, and Promotion (RTP)	3
1.3 Governing Documents	4
1.4 Obligations	4
1.5 Standards	5
1.6 Profiles of Academic Ranks	7
1.7 Candidates Narrative	7
<u>2.0 RTP AREAS OF EVALUATION</u>	7
2.1 Instruction and Instructionally Related Activities	8
2.1.1 Instructional Philosophy and Practice	8
2.1.2 Student Learning Outcomes	9
2.1.3 Student Response to Instruction	10
2.1.4 Peer-Evaluation of Teaching	12
2.1.5 Syllabi and Course Content	12
2.1.6 Grade Distributions and Feedback on Student's Work	13
2.1.7 Additional Evidence of Teaching Effectiveness	13
2.2 Research, Scholarly, and Creative Activities	13
2.2.1 Variability within Recreation and Leisure Studies	14
2.2.2 Standards for the Production of Scholarly Research and Creative Activities	14
2.3 Service	23
2.3.1 Range and Depth of Service Commitments	23
2.3.2 Quality of Service Commitments and Participation	25
2.4 Evaluation of Service	26
2.4.1 Candidate's Responsibility	26
<u>3.0 RESPONSIBILITIES IN THE RTP PROCESS</u>	26
3.1 Candidate	27
3.2 The Department RTP Policy	27
3.3 The Department RTP Committee	27
3.4 Department Chair / Director	31
<u>4.0 TIMELINE FOR THE RTP PROCESS</u>	31
<u>5.0 APPOINTMENT AND PROMOTIONAL LEVEL CRITERIA</u>	33
<u>6.0 STEPS IN THE RTP PROCESS</u>	33
<u>7.0 ADDITIONAL PROCESS</u>	34
<u>8.0 APPROVAL OF AND CHANGES TO THIS RTP POLICY</u>	35
Appendix A: Peer Evaluation of Teaching Form	36
Appendix B: Guidelines for the Mini-Evaluations	40

CALIFORNIA STATE UNIVERSITY, LONG BEACH
DEPARTMENT OF RECREATION AND LEISURE STUDIES

**DEPARTMENTAL REAPPOINTMENT, TENURE, AND PROMOTIONS POLICY:
STANDARDS FOR THE EXEMPLARY TEACHER-SCHOLAR**

California State University, Long Beach ("CSULB") aspires to be a national exemplar in public higher education. Towards this end, CSULB takes pride in its faculty of teacher-scholars. The Department of Recreation and Leisure Studies is committed to fostering the development of teacher-scholars so that they may, in turn, provide an instructional program of high quality that is responsive to the needs of its students, the community, and professionals in recreation, parks, and tourism management. Accordingly, this document sets forth expectations for faculty in the Department of Recreation and Leisure Studies within the teacher-scholar model, focusing on excellence in teaching, scholarship, and service. In doing so, it is intended to: (1) guide new faculty in their quest for reappointment, tenure, and promotion within the framework of being a true teacher-scholar; (2) guide development of tenured faculty as teacher-scholars; (3) guide the Departmental Reappointment, Tenure, and Promotion Committee (RTP) in evaluating candidates for mini-reviews, reappointment, tenure, promotion, and periodic post-tenure review; and (4) help create an environment that supports faculty working to achieve the missions of the department, college, and university. These evaluative policies and procedures are intended to take into consideration the diversity of expertise within a department that is interdisciplinary and, when possible, transdisciplinary, thereby enabling the department to grow in strength and stature.

To provide candidates with a single, comprehensive document that sets forth the RTP requirements of the university, the College of Health and Human Services (CHHS) and our own academic unit, the Department of Recreation and Leisure Studies has elected to integrate its disciplinary standards within the framework of the RTP policies of both the university and the college. Thus, language used in the RTP policies of the university and the college that is critical for clarity and emphasis has been inserted throughout this document. All University and CHHS RTP Policy insertions in this document are presented in italics to differentiate clearly between the language of the university and college policies, as distinguished from the language that is unique to the Department of Recreation and Leisure Studies. Portions of the university and/or college RTP policies that have not been included in this document are referenced by the section number used in the original university and/or college policies.

1.0 GUIDING PRINCIPLES

1.1 Mission and Vision

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. In service to the university's mission, the

CHHS seeks to be nationally and internationally recognized as an innovator and leader in community connections, the discovery of knowledge, and for educating diverse students in the health and human services professions.

The Department of Recreation and Leisure Studies fosters engagement, participation, and leadership among professionals in recreation, parks, and tourism management. The Department strives to engage students in learning and in serving their community through the interdisciplinary and comparative study of the need for, delivery of, and both individual and community impacts of recreation, parks, and tourism programs. Our curricular offerings provide both theoretical and experiential learning that links multidisciplinary social-scientific theories and methods addressing program design, delivery, and assessment. The Department promotes life-long learning among students as they develop into professionals in recreation, parks, and tourism prepared to ethically lead public and private agencies as they create community through people, parks, and programs.

1.2 Guiding Principles of Reappointment, Tenure, and Promotion (RTP)

- 1.2.1** *A faculty dedicated to excellence in teaching, scholarship, creativity, and service is essential to accomplishing the mission and vision of the university, the CHHS, and the Department of Recreation and Leisure Studies. Faculty members integrate the results of their RSCA into their teaching, thereby invigorating and enhancing student learning. Faculty members are expected to make significant and ongoing contributions to the Department of Recreation and Leisure Studies, the CHHS, the university, the community, and the profession.*
- 1.2.2** *Decisions regarding RTP are among the most important made by our university community. RTP decisions must be clear, fair, and unbiased at all levels of review. Faculty achievements may differ from those of colleagues yet still meet the standards for reappointment, tenure, or promotion. The RTP process must ensure that excellence will be rewarded and that faculty members who meet academic unit, college, and university standards and expectations will have an opportunity for advancement.*
- 1.2.3** *Faculty members shall be evaluated on the quality of their achievements and the impact of their contributions over the period of review in: 1) instruction and instructionally related activities; 2) RSCA; 3) service and engagement at the university, in the community, and in the profession. All faculty members will be evaluated on the basis of all three areas.*
- 1.2.4** *This policy should not be construed as preventing innovation or adjustment in workload (with respect to teaching, RSCA, or service) based upon faculty expertise and accomplishment; academic unit and college needs; and university mission.*
- 1.2.5** *All faculty members expected to demonstrate positive qualities that reflect favorably on the individual, the Department of Recreation and Leisure Studies, the college,*

and the university. These qualities include high standards of professional, collegial, and ethical behavior.

1.2.6 All faculty members in the Department of Recreation and Leisure Studies are expected to be familiar with the provisions of this policy and comport their professional development in accordance with its letter and spirit. While the provisions of this policy set forth in great detail the Department's RTP requirements, candidates are encouraged to consult the appendices for shorter, user-friendly guides to assembling the materials they must submit for mini-reviews, reappointment, tenure, and promotion evaluations. It should be noted, however, that the appendices appear only for the sake of convenience. Nothing in the appendices shall be construed as superseding the contents or requirements of the body of this RTP Policy.

1.3 Governing Documents

1.3.1 Adoption

The Department adopts this policy pursuant to the mandates of the Section 3.5 of both the *university RTP Policy (Policy Statement 09-10)* and the *CHHS RTP Policy*, and in accordance with the *CSU-CFA Collective Bargaining Agreement (CBA)*. *If any provision of this document conflicts with any provision within the CBA, the university RTP policy, or the CHHS RTP policy, the conflicting provision shall be severed from the rest of this document, deemed void, and thereby rendered inoperable.*

1.3.2 Specific Role of this Departmental Policy

This departmental-level policy serves to interpret, synthesize, and apply the policies and procedures set forth in these other RTP policies specified in Section 1.3.1 in a manner that provides concrete guidance to faculty in the Department of Recreation and Leisure Studies within the department's discipline-specific framework.

1.4 Obligations

All participants in the RTP process are expected to comply with the policies set forth in the university, college, and department RTP policies. The only evidence that may be considered for review is that which is included in the candidate's RTP file.

1.4.1 Obligation of the Candidate to Start Process

In order to be considered for any RTP personnel action, candidates must submit an RTP file.

1.4.2 Completeness of Candidate's File

Candidates must furnish all necessary and relevant documentation for evaluation (e.g., for teaching: student evaluations, course syllabi, sample(s) of course content, sample(s) of student work with feedback, peer evaluations, and grade distributions; etc.; for RSCA, copies of manuscripts under review and/or presented at conferences; preprints or reprints of articles; letters accepting manuscripts for publication; for service, letters documenting the candidate's service which assess the quality of the service contributions).

1.4.3 Obligations of the Department RTP Committee

The reputation, success, and future credibility of the Department of Recreation and Leisure Studies are directly related to the quality of the candidates and the diligence with which Department RTP Committee discharges its responsibilities in evaluating the evidence to support its recommendations.

1.5 Standards

Recommendations from the RTP committees of academic units and the chairs or directors of academic units (if submitted) shall evaluate evidence of a candidate's strengths and weaknesses associated with each of the established standards, not just merely restate or summarize the candidate's narrative. Evaluation(s) shall include an analysis of the candidate's role, performance, and achievement within the academic unit. Evaluation(s) of a candidate's record must be guided by the principle that the higher the academic rank, the greater the expectation for demonstrated excellence in teaching, scholarship, and service. Evaluation must also be guided by the following expectations that apply to all Department faculty members at all ranks:

1.5.1 Staying Current

Faculty members must keep abreast of scholarly and applied discourse applicable to the faculty member's areas of teaching and research interest(s) through appropriate means and demonstrate their application of this knowledge.

1.5.2 Involvement in the Profession

Faculty members are encouraged to attend and participate in the annual meetings of professional organizations such as the Leisure Research Symposium, the National Parks and Recreation Association Congress, the World Leisure Congress, the Travel and Tourism Research Association Congress, the Association for Experiential Education, the American Therapeutic Recreation Association, the American Camping Association, the North American Association for Environmental Education, American Sociological Association, the American Psychological Association, and other similar international, national and/or regional organizations (such as the California Parks and Recreation Society).

1.5.3 Scholarly Research and Publishing

Faculty members must actively pursue a research and publishing agenda relevant to one or more of the following types of data-based scholarship, all of which are

highly valued regardless of reliance on quantitative, qualitative, or other discipline-appropriate methodologies (such as legal analysis, policy analysis, or case studies):

- A. Scholarship of Discovery – the traditional research model in which new content knowledge is acquired and disseminated;
- B. Scholarship of Integration – the creation of new knowledge by synthesizing and making connections across disciplines or sub-disciplines;
- C. Scholarship of Application – the bridging of the gap between theory and practice through both research and action in ways that promote positive social change and/or promote policy-oriented problem solving; and
- D. Scholarship of Pedagogy – the discovery of the ways our students learn and the identification and assessment of methods used to foster learning.

1.5.4 High-Quality Instruction

Faculty members must involve students in active learning through excellence not only in their "in-classroom" teaching, but also in their mentoring of students in the following ways:

- A. by their own examples of service to the Department of Recreation and Leisure Studies; the College of Health and Human Services; the university; professional organizations; and in the community at large;
- B. through collaborative research that engages students in the processes of critical inquiry and discovery;
- C. through engaging students in service learning projects;
- D. through unique disciplinary interactions with students through directed readings and independent research projects;
- E. through the ongoing process of socializing students into a culture of intellectual discovery and professional communication via both group and one-on-one interactions in classes, at conferences, in co-curricular activities (especially through the Department's Student Recreation Society), and through advising/mentoring; and
- F. through assigning meaningful work in the discipline, and by interacting with students both in and out of class in a manner that fosters the development of broadly-applicable intellectual habits necessary for lifelong learning and productive citizenship.

1.5.5 Meaningful, Collegial Service

Faculty members are expected to serve the Recreation and Leisure Studies Department, the CHHS, the university, the community, and the profession as a meaningfully contributing citizen.

- A. CSULB depends on faculty contributions to ensure that it achieves its educational mission through effective and efficient operations. The university's commitment to participatory governance and the needs of academic programs and units necessitate a spirit of collegial service and citizenship. Thus, all faculty members in the Department of Recreation and Leisure Studies are required to participate collegially, constructively, and respectfully in the process of faculty governance, discipline-appropriate community service activities, and in professional organizations.
- B. Faculty service contributions are expected to increase concomitantly with the institution's commitment to the individual. This means that faculty members are expected to accept more significant service responsibilities over time during the probationary period, and then even more at each higher rank.

1.6 Profiles of Academic Ranks

The Department of Recreation and Leisure Studies is comprised of a community of teacher-scholars and learners who are dedicated to free inquiry and open exchange. In accordance with the CSULB mission, the Department's faculty is dedicated "to providing highly-valued undergraduate and graduate educational opportunities through superior teaching, research, creative activity, and service for the people of California and the world." *Sections 5.0-5.5.2 of both the university and college RTP policies profile the standards applicable to each academic rank.* The Department's expectations for achieving CSULB's Mission and the standards contained in Sections 1.5.0 through 1.5.5 vary by rank. The specific criteria applicable to each academic rank are integrated throughout Section 2.0 of this Policy and its subsections.

1.7 Candidate's Narrative

In order to present their achievements in the most coherent intellectual and professional context, candidates are required to present a written narrative describing their work in each of the categories to be evaluated. The narrative is intended to serve as a guide to reviewers in understanding the faculty member's professional achievements.

2.0 RTP AREAS OF EVALUATION

As Section 2.0 the university and CHHS RTP policies both make clear, *academic units are responsible for defining the standards of excellence and accompanying criteria for reappointment, tenure, and promotion in their various disciplines, consistent with the mission and needs of the university, the college, and the particular academic unit.* The subsections of Section 2.0 in this policy were crafted in fulfillment of that obligation. Accordingly, the provisions in Section 2.0 and its subsections articulate the standards for faculty accomplishments and the criteria for evaluation of those accomplishments in *three areas of evaluation: 1)*

instruction and instructionally-related activities; 2) RSCA; and 3) collegial service and engagement.

2.1 Instruction and Instructionally-Related Activities

While all of expectations set forth above in Sections 1.5.0 through 1.55 are highly valued, above all, Recreation and Leisure Studies faculty members are expected to serve the missions of the department, college, and university through high-quality teaching that successfully integrates both discipline-specific and broad learning goals and objectives. The goal of higher education is to help develop educated, ethical, and productive citizens, as well as capable professionals in a variety of recreation, parks, and tourism careers. 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. Accordingly, faculty at all ranks should aspire to be teachers of the first order.

2.1.1 Instructional Philosophy and Practice

Effective teaching requires that faculty members reflect on their teaching practices and assess their impact on student learning. Thoughtful, deliberate efforts to improve instructional effectiveness that may result in adopting new teaching methodologies are expected of all faculty members. Effective teaching also requires that faculty members engage in professional development activities associated with classroom and non-classroom assignments. Teaching methods shall be consistent with course/curriculum goals and shall accommodate student differences.

To help evaluate candidate's instructional philosophy and practice/teaching effectiveness, candidates for mini-review, reappointment, tenure, and promotion must submit six types of indicators of teaching effectiveness: student evaluations; peer evaluations; course syllabi; examples of instructional materials and methods; examples of student work with the instructor's feedback; and grade distributions. All of these materials shall be evaluated by the Department RTP Committee for evidence of teaching effectiveness using the criteria specified in this Policy. Additionally, candidates may (but are not required to) submit any additional documentation that evidences high-quality teaching and/or ongoing professional development as a teacher.

A. Indicia of High-Quality Teaching – Although high quality teaching is to be assessed holistically, *hallmarks of excellence in instructional philosophy and practice* include, *but are not limited to*:

- 1) subject mastery, currency, and ongoing growth in one's discipline;
- 2) teaching skills that arouse student interest, curiosity, motivation and participation;

- 3) rigor and transparency in evaluating student work;
- 4) timeliness and professionalism in meeting classes and evaluating student work;
- 5) thoughtful mentorship and advising that contribute to students' cultural, social, and intellectual lives;
- 6) the creation and/or revision of courses and curricula in ways that foster a vibrant, intellectual community that is built around a shared commitment to scholarly inquiry;

B. Indicia of Ongoing Professional Development as a Teacher – *Thoughtful, deliberate efforts to improve instructional effectiveness* can be evidenced by teaching innovations based upon, but is not limited to:

- 1) Purposeful experimentation with one's own pedagogy leading to improvements in ways to foster engaging educational environments that are characterized by academic freedom, creative expressions, critical thinking, intellectual inquiry, and community engagement;
- 2) Deliberate efforts to produce continuous improvement in teaching effectiveness, including but not limited to:
 - a. *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 Faculty 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 organizations; or
- 3) Significant contribution to the Department's curricular assessment efforts.

2.1.2 Student Learning Outcomes

Effective teaching requires that faculty members provide evidence of student learning that should be addressed in a candidate's narrative and documented by supporting materials, including, but are not limited to:

- A. *Instructional practices and course materials that clearly convey to students—in measurable, behavioral terms—expected student learning outcomes.*

- B. Syllabi and course materials that clearly communicate course requirements (including the semester schedule; assignments; and grading practices, standards, and criteria), as well as the purposes for which a course may be meaningful to students (e.g., preparation for further courses, graduate school, or employment; the intrinsic interest of the material; development of civic responsibilities and/or individual personal growth).
- C. Careful preparation and clear organization of lessons and pedagogical materials that enhance student learning, especially by meaningful incorporation of feedback from previous evaluations of one's teaching by students and peers.

2.1.3 Student Response to Instruction

Student course evaluations shall be used to evaluate student response to instruction.

- A. Required Documentation – In order to allow for complete consideration of student evaluations, candidates must submit copies of student evaluations – both quantitative and qualitative – in accordance with the following requirements:
 - 1) Although candidates for mini-review and/or initial reappointment are strongly encouraged to submit copies of all student evaluations from all sections of all courses they have taught, they are required to submit copies of all students' evaluations from a minimum of two courses taught each semester. Because internship sections are not evaluated, no student ratings need be submitted for any internship supervision sections.
 - 2) In the years following initial reappointment, candidates for mini-review, any subsequent reappointment, tenure, or promotion to the rank of Associate Professor are encouraged to submit all student evaluations from all sections of all substantive courses taught, however they are required to submit copies of all student evaluations from a minimum of two courses taught each semester. Because internship sections are not evaluated, no student ratings need be submitted for any internship supervision courses.
 - 3) Candidates for promotion to the rank of Professor are encouraged to submit copies of all student evaluations from all sections of all courses taught within the previous five years or since their last promotion review, if this has been within the last five years; however, candidates are required to submit copies of all student evaluations from a minimum of two course sections from each semester in which two or more course sections were taught during the five-year period prior to the submission of the application (since candidates may teach fewer than two course sections in a given semester due to sabbatical leaves, fellowship leaves, or extraordinary service).

- B. Evaluation by RTP Committee – *Ratings by students must reflect a positive student perception of the instructor's conveyance of knowledge, effort, availability, organization, and attention to individual needs.*
- 1) *While, on rare occasions, student evaluations might fall below the usual standards of the Department and/or the CHHS for reasons that should be explained in the candidate's narrative (e.g., when teaching a new course for the first time, especially if offered at the graduate-level; when teaching under-enrolled courses which could result in skewed evaluations), overall, student ratings of instruction are expected to be consistently favorable when compared to academic unit and college averages.*
 - 2) *Student ratings of instruction are "consistently favorable" when both of following criteria are met:*
 - a) *the mean for students' responses to questions on standardized teaching evaluation forms are no lower than one standard deviation below the departmental mean; and*
 - b) *student evaluations submitted by candidates provide evidence of the following trends:*
 - (1) *For reappointment, student evaluations of teaching must evidence either continued improvement in teaching or a sustained level of high-quality teaching.*
 - (2) *Student evaluations of teaching submitted by candidates for tenure and/or promotion to the rank of Associate Professor must evidence of a sustained level of high-quality teaching.*
 - (3) *Student evaluations submitted by candidates for promotion to the rank of Professor must evidence that the candidate has reached a consistent level of teaching excellence.*
- C. Caveat on the Use of Student Ratings – *Student course evaluations alone do not provide sufficient evidence of teaching effectiveness. Utilization of the university standard evaluation form is only one method of presenting student response to learning and teaching effectiveness. Importantly, any single item on this form—or the entire form, by itself and in isolation from other information—does not provide sufficient evidence of effective instructional philosophy and practices. For this reason, candidates must present other information, such as their syllabi, grade distributions, sample course content, sample of student work with instructor feedback, and peer evaluations of instruction. These additional materials serve to help the Department RTP Committee contextualize student ratings.*

2.1.4 Peer-Evaluations of Teaching

- A. Required Documentation – Candidates for reappointment, tenure, and promotion must submit at least two (2) peer evaluations conducted within the three years prior to the application. To show growth in response to feedback from peers, candidates are encouraged to seek a second peer evaluation from the same tenured colleague in a subsequent semester.
- B. Evaluation by RTP Committee – Peer evaluations must be based on personal observations of teaching in which pedagogical approaches and methods are described and evaluated for quality. Peer evaluations must document whether: instructional methods are appropriate to the course(s) being taught; and overall effectiveness of ways in which information is communicated to students in the classroom. Peer evaluators should also evaluate and comment upon the clarity, rigor, and currency of syllabi, assignments, and other course materials. To assist tenured colleagues in conducting these types of evaluations, peer evaluators must use the form contained in Appendix A.

2.1.5 Syllabi and Course Content

At minimum, all course syllabi comply with the requirements of CSULB's official syllabi policy. Pursuant to that policy, all syllabi must set forth course meetings times and location; the instructor's office location, office hours, and contact information; required books and other resources; an explanation of the instructor's attendance policy; an explanation of how the instructor will apply the University's course withdrawal policy; a summary of course requirements that form the basis of the faculty member's assessment of student performance; a statement on academic integrity; and a course outline or schedule. Excellent syllabi, however, also contain other types of information, such as:

- A. the measurable learning goals of the course and the relationship of the course to the major;
- B. clearly articulated grading practices, standards, and criteria;
- C. instructional methods that are appropriate to the courses taught; and
- D. readings and assignments that are up-to-date, appropriate to the topic, and enhance student learning. In keeping with the mission of the Department of Recreation and Leisure Studies, assigned readings from primary sources that enhance the interdisciplinarity and/or comparative nature of a course are particularly valued.

The absence of the content specified above in any course syllabus constitutes evidence that the course and, therefore, the instructor, may fail to meet the standards of excellence this Policy is designed to facilitate.

Samples of course content should be provided by the candidate as evidence of how the instructor addresses the course content described in the syllabi. Samples of course content can include, but are not limited to:

- A. Power Point lectures
- B. Classroom instructional activities
- C. Outlines of discussion questions to be addressed in a facilitated class discussion

2.1.6 Grade Distributions and Feedback on Student's Work

Although there is no such thing as an "ideal" grade distribution, grade distributions can help to contextualize a candidate's student evaluations and assist in the evaluation of teaching effectiveness. The RTP Committee should evaluate a candidate's grade distributions within the context of how the candidate himself or herself commented upon them. For example, while a bell-shaped curve might be expected in larger undergraduate classes, the use of mastery-learning techniques might justify a grading distribution of all "A"s and "B"s in small, upper-level or graduate seminars. Thus, grade distributions must be understood within the context of a professor's teaching philosophy, pedagogies, and practices.

2.1.7 Additional Evidence of Teaching Effectiveness

Candidates are encouraged (but are not required) to submit any additional documentation that evidences high-quality teaching as set forth above in Section 2.1.1(A) and/or ongoing professional development as a teacher as set forth in Section 2.1.1(B). If submitted by the candidate, the RTP Committee shall review such documentation and incorporate their assessment of it as part of their review of the candidate's teaching effectiveness.

2.2 Research, Scholarly, and Creative Activities

Research and scholarly/creative activities (RSCA) represent efforts and evidence whereby the candidates establish professional status and contribute to the profession. RSCA are considered critical and beneficial components of the professorial role for several reasons. First, advances in the discipline are dependent on generating new information. Expanding one's knowledge has the potential for improving the quality education by keeping students abreast of current research findings specific to the discipline. Second, RSCA bring prestige and visibility to the University and the Department. The most respected and successful universities support and encourage the acquisition of knowledge. This increases not only the likelihood that the Department will attract high quality students and faculty, but also the likelihood of obtaining grants, equipment, and other financial support from the community, industry, and government agencies. Third, RSCA enhance teaching effectiveness and enrich the education of students. Fourth, RSCA, especially when funded, bring equipment, technology, and professional development opportunities to the Department and its students. This, in turn, increases the likelihood that students will be well-trained and competitive when seeking employment. Fifth, professional survival requires that members generate a large

portion of the knowledge upon which their profession is based. Scholarly activities enable professions to shape their own destiny, rather than allowing others to dominate the course of events. For these reasons, *faculty members are expected to make significant and ongoing contributions of substance in RSCA throughout their careers.* Accordingly, faculty members in the Department of Recreation and Leisure Studies must be engaged in an ongoing program of scholarly research which demonstrates intellectual and professional growth in the discipline over time and that contributes to the advancement, application, or pedagogy of the disciplines of recreation, leisure, tourism, and/or related fields.

2.2.1 Variability within Recreation and Leisure Studies

- A. Variability in the Nature of Relevant RSCA – Recreation, leisure, and tourism are interdisciplinary fields. Scholarship includes basic, applied, and pedagogical research, as well as outreach initiatives. Qualified faculty members may be trained in recreation or therapeutic recreation, tourism or tourism management, park or natural resource management, sports management, the social sciences (e.g., psychology, sociology, political science, and anthropology), and/or in interdisciplinary programs (e.g., experiential education, gerontology, child development). These varied disciplines use a diverse array of research methodologies that are all equally valued. Thus, any application of standards needs to respect individual differences in scholarly programs and goals.
- B. Variations Due to Intense Service Roles – There may be some years when the level of scholarly activity is reduced due to a significant increase in teaching or service, such as serving as the department chair, graduate advisor, or in a position of leadership with college-wide and/or university-wide significance. In such cases the reduction in scholarship should not be counted against the candidate, but there should be evidence that the candidate's scholarly activity has been maintained to some degree and has promise for full resumption when the other activities return to normal levels.

2.2.2 Standards for the Production of Scholarly Research and Creative Activities

- A. Standards – The following provide the foundation for delineating our discipline-specific standards for teacher-scholar excellence and, therefore, shall be used for evaluating candidates' RSCA:
 - 1) high-quality work as judged by one's peers;
 - 2) scope of recognition for RSCA contributions at the international, national, regional, or local level;
 - 3) sustained effort, involvement, and record of RSCA accomplishment; and
 - 4) the impact of one's research and scholarly activities.

B. Types of RSCA – All faculty members in the Department of Recreation and Leisure Studies are *required to engage in a sustained program of quantitative, qualitative, theoretical, and/or other discipline-appropriate scholarly research (such as policy analysis, legal analysis, or case study), as well as other scholarly and creative activities* consistent with the provisions of this Policy. Copies of all such scholarly work published or presented must be submitted so that the Department RTP Committee may review the quality of the research.

1) Required Types of RSCA

(a) *Publication of scholarly research in peer reviewed journals is required of all candidates* at all levels of review. Specific publication requirements are set forth below in subsections C(2), D(1), and D(2).

(1) *“Research” involves scientific, clinical, social scientific, or other discipline-appropriate investigative methods (such as policy analysis or legal analysis) that rely on or are derived from data that were obtained by means of observation or experiment.* This type of data-based research is a highly valued type of scholarly activity for the purposes of reappointment, tenure, and promotion in the Department of Recreation and Leisure Studies.

(2) Under appropriate circumstances, such as publication of articles or original (i.e., non-edited) books that meaningfully advance leisure theory, theoretically-based scholarly writing may also constitute “research,” depending on the candidate’s area of expertise, even if it does not include the quantitative or qualitative examination of empirical data. Articles published in journals like *Leisure Sciences*, for example, would satisfy the departmental requirement for scholarly research. Under no circumstances, however, shall this provision be interpreted as allowing literature reviews, book reviews, scholarly article reviews, or encyclopedia entries to satisfy the departmental requirement for “scholarly research.”

(b). *Conference proceedings and presentations strengthen a candidate’s scholarly portfolio for reappointment, tenure, and promotion to any rank.* Conference proceedings and presentations do not, however, substitute for the requirement that candidates publish scholarly research in peer reviewed journals as set forth in specified in subsections 2.2.2 B(1), C(2), D(1), and D(2).

2) RSCA Strengthening a Candidate's file

- a) *Although other forms of scholarly and creative activity (e.g., literature reviews, book reviews, article reviews, encyclopedia entries, etc.) are valued (and therefore are detailed below in subsection D) these types of scholarly and creative activities are insufficient to meet the department or CHHS RSCA standards required for favorable reappointment, tenure, and promotion decisions in the absence of other research conducted by the candidate.* In other words, these other forms of scholarly activity strengthen the candidate's RSCA portfolio, but they do not supplant the need for peer-reviewed publications in scholarly journals as specified in subsections 2.2.2 B(1), C(2), D(1), and D(2).
- b) *Candidates may strengthen their required program of RSCA with editorial or reviewer assignments in recognized professional publications, including journals, newsletters, or electronic media; appointments to review panels for grants, fellowships, contracts, awards; assignments as a referee; creation of software and/or electronic documents, especially if these receive favorable notice or reviews from professional peers.* These forms of scholarly activity strengthen the candidate's RSCA portfolio, but they do not supplant the need for peer-reviewed publications in scholarly journals as specified in subsections 2.2.2 B(1), C(2), D(1), and D(2).
- c) Candidates may also strengthen their required program of RSCA by writing or editing books. Books strengthen and enhance the candidate's RSCA portfolio, but they do not supplant the need for peer-reviewed publications in scholarly journals as specified in subsections 2.2.2 B(1)(a), C(2), D(1), and D(2).

C. Evolution of RSCA – Although scholarly activities take many forms, faculty members must develop a scholarly research agenda and a record of scholarly publication that flows from the pursuit of that research agenda.

- 1) Scholarly Research Agenda – Teacher-scholars in the Department of Recreation and Leisure Studies are expected to establish and maintain an ongoing program of scholarship that is marked by continued scholarly research activity and dissemination. Teacher-scholars may concentrate on one type of research specified in Section 1.5.3, or may distribute their scholarship across the different types. Rates of dissemination may vary with specific scholarly goals.

An important element of all RTP reviews is the teacher-scholar's explanation of the continuity and evolution of his or her scholarly agenda, including future plans and goals. While the primary focus is clearly on accomplished contributions during the probationary years, it is important to respect and support the continued vibrancy of scholarly activity after the award of tenure and promotion. While the focus of scholarly activity can be expected to change with the evolution of an academic career, continuity, reflection, and growth are expected to persist. We recognize that sometimes staying involved and remaining vibrant means taking risks to change focus, adopt a new methodological approach, or develop a new application. As a community of vibrant teacher-scholars, we are committed to recognizing, valuing, and supporting each others' unique paths of professional growth. Towards these ends:

- a) In the first two years of appointment, probationary faculty members are expected to define and pursue a scholarly research agenda.
 - b) Reappointment, tenure, and promotion to the rank of Associate Professor require evidence that the candidate's scholarly research has been productive as evidenced by publications in suitable, scholarly venues (see subsection 2 below). Moreover, candidates for reappointment, tenure, and promotion should be able to demonstrate how their research agenda is both continuing and evolving.
 - c) Promotion to the rank of Professor requires a sustained pattern of achievement since attaining the rank of Associate Professor, with evidence indicating the maturation of the scholarly record.
- 2) Scholarly Publications – The quality of work is defined by its significance in one's field of inquiry and necessarily requires such peer review to validate the work's significance. Normally, this means that the finished works will be published and/or presented in a venue consistent with accepted disciplinary standards (discussed in more detail below in subsection D of Section 2.2.2). This level of accomplishment is required and is the most important evidence for reappointment, tenure and/or promotion within the RSCA area.
- a) RTP Committee members evaluating mini-reviews must be mindful of the fact that in the early probationary years, faculty are likely to begin establishing a research agenda. Thus, in the first year or two, new faculty might be more likely to publish book reviews, invited essays, monographs, grant proposals, etc., than to be publishing article in peer-reviewed journals. New faculty, however, are expected to be working on writing and submitting manuscripts to refereed journals for editorial consideration in their first two years. New faculty members who are starting their careers immediately upon completion of their doctorate

are especially encouraged to try transforming their dissertations into at least one or two peer-reviewed journal articles. Exceeding these baseline expectations by publishing more than the expected quantity of quality scholarship shall be evaluated as constituting strong evidence of scholarly achievement.

- b) By the time a candidate applies for initial reappointment in the third probationary year, it is expected that the candidate will have at least two peer-reviewed journal articles either in-print or formally accepted for publication consistent with accepted disciplinary standards (discussed in more detail below in subsection D of Section 2.2.2). Exceeding these baseline expectations by publishing more than the expected quantity of quality scholarship shall be evaluated as constituting strong evidence of scholarly achievement.
- c) After initial reappointment in the latter half of the probationary period (years four through six), faculty should be publishing regularly in refereed journals of recognized quality and stature. Candidates for tenure and promotion to Associate Professor should have published at least four scholarly articles in refereed venues (an average of roughly one publication per year). Quality, however, is more important than quantity. Thus, for example, a dozen publications of questionable significance (e.g., publications in lower-tier journals that do not advance the knowledge base in the field in a meaningful manner) are unlikely to be sufficient to support a favorable tenure and/or promotion decision. Conversely, publishing three or four articles in high-quality peer-reviewed journals that advance disciplinary knowledge in a meaningful way may warrant granting tenure and/or promotion to the rank of Associate Professor. Exceeding these baseline expectations by publishing more than the expected quantity of quality scholarship shall be evaluated as constituting strong evidence of scholarly achievement.
- d) Candidates for promotion to the rank of Professor are expected to have maintained their scholarly activity consistently, and to have demonstrated the ability to bring significant projects to fruition by having published them in high-quality, peer-reviewed journals. Associate Professors seeking promotion to the rank of Professor will be expected to have produced, on average, at least one scholarly publication in a refereed journal each year since the last promotion. As with promotion to the rank of Associate Professor, however, quality is more important than quantity. Thus, multiple publications that do not advance disciplinary knowledge in a meaningful manner are not likely to result in a favorable recommendation for promotion. Conversely, three or four publications in high-quality journals, or a book or two with a well-respected scholarly press or leading commercial publishing house may warrant granting promotion to the

rank of Professor. Exceeding these baseline expectations by publishing more than the expected quantity of quality scholarship shall be evaluated as constituting strong evidence of scholarly achievement.

- 3) Significance of Scholarly Engagement of Students and/or Community – In keeping with the mission of the university and the CHHS, the Department of Recreation and Leisure Studies values research that involves students in a scholarly manner and/or research that is connected to our role in serving the communities in which we work and live through collection and analysis of data from these communities. Scholarly activities that achieve these ends shall be considered evidence of excellence in scholarly achievement.
- 4) Sponsored Research – *Securing external funds to support scholarly research is an important and highly valued contribution to the scholarly process. External funding benefits the University, the College, academic units, faculty members, and students. Accordingly, faculty members are encouraged to apply for external funds that support research and scholarly activity (e.g., grants, fellowships, contracts, awards, stipends). However, neither application for nor receipt of sponsored research funds shall be viewed as a prerequisite for reappointment, tenure, or promotion to any rank. Securing such sponsored research opportunities, though, shall constitute a criterion that is given extremely positive weight during the evaluation of an applicant's scholarly activities.*
 - a) The award of sponsored research funding is highly competitive. Preparing applications is a time-consuming process that can detract from the applicant's ability to otherwise be pursuing scholarly activities that do not require funding. Thus, during the probationary period, merely applying for externally sponsored research opportunities is to be commended and supported. Candidates should not be penalized if their proposals are not funded, but rather should be encouraged to continue developing their grant-writing skills. However, applying for sponsored research opportunities does not supplant the need for peer-reviewed publications in scholarly journals as specified in subsections 2.2.2 B(1), C(2), D(1), and D(2).
 - b) During the time that faculty members are conducting grant-related scholarly activities, allowances should be made in the expectations for publishing scholarly journal articles. Such allowances must recognize that managing large-scale grant work is time-consuming and, therefore, publication of the results of such research may be delayed until after extensive data-collection and analysis processes.

D. Criteria for the Assessment/Evaluation of Specific Forms of RSCA

The following tangible indicators of disciplinary scholarship quality can be used to guide choices of scholarship dissemination outlets. The most important of these criteria are contained in subsections (1) and (2), as such publications are a requirement for reappointment, tenure, and promotion as stated above in subsections 2.2.2 B(1)(a) and C(2); all other forms for RSCA listed below strengthen and enhance the candidate's RSCA portfolio, but they do not supplant the need for peer-reviewed publications in scholarly journals as specified in subsections 2.2.2 B(1)(a), C(2), D(1), and D(2).

- 1) Authorship – Sole-authored and first-authored works, as well as works published with student collaborators, are evaluated most positively. For multiple-authored works, the amount or nature of author contributions must be specified. Absent unusual circumstances (such as using a unique methodology or participating in long-term grant research with other scholars, etc.), all RTP candidates who contribute to multiple-authored works are expected to balance such collaborative research projects with research and publication of their own, independent research.
- 2) Refereed Journal Articles – The following criteria should guide the RTP Committee's assessment of articles: peer-review; acceptance/rejection rates for the journal; professional sponsorship or other affiliation status of the journal; status of the journal within the subfield; inclusion of journal abstracts in relevant disciplinary abstracting services; and/or citations to the article.
 - a) Venues – Refereed articles that are accepted and published in recreation, leisure, and tourism journals; journals from related social sciences and/or cognate disciplines; recreation-related professional journals and newsletters, relevant electronic media are all valued as scholarly contributions for the purposes of mini-reviews, reappointment, tenure, and promotion. The degree of value, however, depends on the quality of the journal, the quality of the research published, the degree of the candidate's contribution to the publication, and the impact of the publication on the discipline, and must always be taken into account when assessing the significance of any publication
 - b) Exceptional Scholarship – Publishing exceptionally high-quality scholarship in top-tier journals constitutes the strongest evidence of scholarly achievement that contributes to the meaningful advancement of the discipline.
- 3) Books – The academic standing of the publisher; published reviews; evidence of readership (e.g. size of the press run, sales, course adoptions); and citation frequency.

- (a) Both scholarly books and textbooks are valued for RTP purposes.
 - (b) Although edited books are valued for RTP purposes, books written (or co-written) by the candidate are to be given significantly more weight than edited books.
- 4) Sponsored Research – The application for and securing of external funds to support scholarly research.
 - 5) Invited Publications and/or Presentations – The stature of the editor of the special issue or book; the stature of other contributors to the publication; the academic standing of the publisher; the scope of the professional organization extending the invitation (i.e., international, national, regional, or local); and the number of invited colloquia given at the college/university level.
 - 6) Conference Presentations (e.g., symposia, paper presentations, roundtables, poster sessions) – A peer review process used for the conference; and the scope of the professional organization sponsoring the conference (i.e. international, national, regional, or local). Nothing in this section shall be construed to mean that conference presentations of any type constitute sufficient RSCA to warrant reappointment, tenure, or promotion. Although conference presentations represent a form of scholarly activity, conference presentations and published proceedings do not supplant the requirement that candidates produce peer-reviewed publications in discipline-appropriate venues.
 - 7) Editorial Roles – Activities in the capacity of editor-in-chief, associate editor, contributing editor, or assistant editor; guest editor for a special issue of a journal; membership on an editorial board; invitations to serve as an ad hoc reviewer on journal submissions; membership on a grant-review panel; invitations to serve as an ad hoc reviewer for grant applications. Such roles augment faculty members’ required program of RSCA, but are insufficient to meet the Department RSCA standards required for favorable reappointment, tenure, and promotion decisions in the absence of other data-based research conducted by the candidate.
 - 8) Professional Consulting Activities – The number and scope of technical reports; and the frequency and range of clients for consulting activities.
 - 9) Internal Support of Scholarly Activities – The number and scope of activities supported by internal grants, reassigned time, sabbaticals, and other forms of support for scholarly research funded by CSULB. Such activities augment faculty members’ required program of RSCA, but are insufficient to meet the Department RSCA standards required for

favorable reappointment, tenure, and promotion decisions in the absence of other data-based research conducted by the candidate.

- 10) Professional Honors, Awards, and Other Forms of Recognition – Recognition of RSCA through fellowship status in a professional organization, including consideration of the scope of the organization; awards, prizes, and other forms of recognition, including consideration of the scope of the organization presenting the award.

E. Criteria for the Assessment/Evaluation of the Impact of RSCA

- 1) Disciplinary Impact (e.g., advancing basic and/or applied knowledge) – Disciplinary impact includes the importance of information (theory, empirical data, methodological innovation, application) for disciplinary progress and typically includes dissemination in peer-reviewed disciplinary journals. Across successive articles, distinct and progressive contributions are valued (in contrast to multiple dissemination of similar work).
- 2) Impact on Students – CSULB emphasizes that scholarly work should positively impact students. The Department of Recreation and Leisure Studies evaluates impact accordingly in terms of the significance of scholarly work for students' development as junior scholars and professionals (e.g., modeling and mentoring in undergraduate research or field work; co-authoring scholarly presentations and publications; first-person discussions of the research process and research findings in courses). Publications and presentations that include student co-authors are highly valued.
- 3) Community Impact – We recognize that RSCA impacts a variety of communities, including but not limited to professional and public (e.g. local, state, national, and international).

The impact of scholarship on students and the community is more difficult to demonstrate tangibly than the impact on the discipline. Nevertheless these are highly-valued areas of impact. There are no clearly-established criteria for scholarly contributions in these areas. Documentation of this type of impact is thus particularly important. Indicators may include student co-authorship on presentations/publications, undergraduate research mentee pursuit of graduate training, scholarship used to provide community testimony on use of technical reports or consultation to address issues of public policy, expert review or letters about the quality and impact of applied research, and external evaluation of engaged scholarship.

- F. Weighting of the Body of Work – The applicant's entire body of scholarly work provides evidence for the pattern of continuing and evolving scholarship in

support of mini-reviews, reappointment, tenure, and initial promotion, but only works finished since appointment at CSULB and within years of service credit granted at the time of appointment are evaluated for mini-reviews, reappointment, and tenure.

2.3 Service

Quality service contributions and activities are necessary to ensure and enhance the quality of programs and activities at the university, in the community, and in the profession.

2.3.1 Range and Depth of Service Commitments

All faculty members are required to participate collegially, constructively, and respectfully in the process of faculty governance through service to their academic units, the college, and the university. The expectations regarding the depth of service involvement depend upon faculty rank and experience. Additionally, candidates for reappointment, tenure, and promotion to the rank of Associate Professor are required to have made quality service contributions either in the community or to the profession as described in this subsection. Candidates for promotion to the rank of Professor shall have provided significant service and leadership either in the community or to the profession as described in this subsection.

A. Service within the University

- 1) *During the first three years of probationary appointment, faculty members are not required to participate in university or college service; however, they are expected to perform quality service within the Department of Recreation and Leisure Studies. In evaluating the quality of Departmental Service, initiatives that improve the Department's alignment with the mission of the college and university will be most highly valued. Departmental service shall be demonstrated by:*
 - (a) attending and meaningfully participating in departmental faculty meetings;
 - (b) authoring documents, reports, and other materials pertinent to the department;
 - (c) participating actively and meaningfully in departmental committees, (especially by chairing a department committee such as the Awards, Scholarship, and Banquet Committee, or the Assessment Committee);
 - (d) attending and meaningfully participating in professional development opportunities sponsored by the department, the college, the university, and professional organizations; and

- (e) advising student organizations, clubs, and/or honor societies;
- 2) *For tenure and promotion to the rank of Associate Professor, faculty members are required to make quality service contributions to both the Department of Recreation and Leisure Studies (as discussed above) and to service contributions to the effective operation and growth of the CHHS, such as serving on college-wide committees and/or authoring documents, reports, and other materials pertinent to the college. University-level service is desirable, but not required.*
 - 3) *For promotion to the rank of full Professor, faculty members are required to demonstrate a sustained pattern of consistent service and leadership at the department, college, and university levels. In doing so, they must contribute significantly to the effective operation and growth of the institution, including, but not limited to:*
 - (a) chairing the department¹, serving as the Graduate Advisor or directing the Department's certificate or distance-learning degree programs, etc.;
 - (b) holding elected or appointed office in or chairing college-wide and/or university-wide committees, organizations, or task forces;
 - (d) authoring documents, reports, and other materials pertinent to the university, college, or department;
- B. Service to the Community and/or the Profession – *All faculty members are expected to provide quality service and leadership in the community and/or to the profession.*
- 1) Community Service – *If a faculty member engages in service to the community, this service must directly involve the academic expertise of the faculty member such that he or she applies academic skills and experience to the solution of local, regional, national, or international problems.*
 - (a) For reappointment, tenure, and promotion to the rank of Associate Professor, such community service may include:
 - (1) *consulting with schools; health and human services agencies and organizations; local, state, federal, or foreign governments; and/or community organizations.*

¹ This provision shall not be construed as inviting or authorizing a review of the candidate's performance as department chair. Rather, RTP committee members must be mindful of the fact that the duties and responsibilities of a department chair may impact a candidate's ability to engage in a full range of instructionally-related activities and/or RSCA.

- (2) helping to organize or facilitate events for charities, civic organizations, cultural organizations, and/or agencies related to the candidate's professional expertise; and/or
 - (3) acting as a resource person (including performing evaluations) for educational organizations, government, business, or industry.
- (b) For promotion to the rank of full Professor, such community service is expected to include a record of meaningful service in the community (applying academic skills and experience to the solution of campus, local, national, or international problems), such as:
- (1) taking leadership roles in community-oriented programs or workshops;
 - (2) holding office in charitable, civic, and cultural organizations related to the candidate's professional expertise;
 - (3) consulting in a leadership role for educational organizations, government, business, industry, or community service organizations;
 - (4) serving on governing boards, chairing meetings, etc.; and/or
 - (5) engaging in activities such as giving speeches related to recreation professions; serving as a media consultant (by giving interviews or otherwise) for recreation-related events or news stories; assisting civic or non-profit organizations with recreation-related missions; writing recreation-relevant editorials in newspapers, magazines, or newsletters; and/or by holding professional or civil office.

- 2) Professional Service – *Service to the profession may include leadership positions, workshops, speeches, media interviews, articles, and/or editorials; performances and/or displays; and/or elected offices in a recreation, leisure, and/or tourism related professional organization. Such professional service is most highly valued when it is performed for national or international associations.*

2.3.2 Quality of Service Commitments and Participation

The quality of service contributions is fundamental to meeting the requirements specified above in section 2.3.1. Accordingly, the RTP Committee must not merely summarize the breadth and/or quantity of a candidate's service contributions, but rather must evaluate the depth, quality, and significance of service activities. In doing so, the Committee should consider:

- A. *the degree to which the activity contributes to the mission of the university, the college, and/or to the Department of Recreation and Leisure Studies;*
- B. *the significance of contributions to the organizational, academic, intellectual, and social life of the university, college, and/or department, including participation on committees and/or with student organizations;*
- C. *the depth and quality of activities that enhance the University's ability to serve the needs of a diverse student body, especially multi-ethnic, non-traditional, and prospective students;*
- D. *the depth and quality of activities that enhance the department's ability to retain and graduate students, including mentorship and advising;*
- E. *the depth and quality of activities that enhance the mission of the community and/or professional organization(s) to which the candidate volunteers his/her services; and*
- F. *most importantly, the degree of leadership exhibited by the candidate. In evaluating this criterion, the RTP Committee must be mindful of the fact that leadership is not exclusively defined by one's position in a hierarchical structure, but rather is something that can be demonstrated at all levels by influencing, motivating, and enabling others to contribute toward the effectiveness and success of the group in which they serve. Effective leaders create results, attain goals, realize vision, and guide others by modeling more quickly and at a higher level of quality than do ineffective leaders.*

2.4 Evaluation of Service

2.4.1 Candidate's Responsibility

The candidate must provide a documented narrative of his or her service contributions. It is incumbent on the candidate to describe the above evaluative criteria in his/her narrative.

- A. *Candidates shall summarize their contributions to committee and council work and to other processes of faculty governance.*
- B. *Candidates shall provide official correspondence from community organizations and/or professional societies or associations attesting to the candidates' participation and/or any leadership roles in such organizations.*

3.0 RESPONSIBILITIES IN THE RTP PROCESS

Participants in the RTP process include the candidate, the academic unit, Department of Recreation and Leisure Studies RTP committee, the chair of the Department of Recreation and Leisure Studies, the college RTP committee, the Dean, the Provost, and the President. In

addition, there may be external reviewers participating in the RTP process. For details on conducting external evaluations, see the Academic Senate policy on external evaluations.

The Collective Bargaining Agreement (CBA) allows faculty, students, academic administrators, and the President to provide information concerning the candidate during the open period.

Deliberations on reappointment, tenure, and promotion shall be confidential. Access to materials and recommendations pertaining to the candidate shall be limited to the RTP candidate, the RTP committee of the academic unit, the chair or director of the academic unit, the college RTP committee, the Dean, the Provost, Associate Vice President for Faculty Affairs (as an appropriate administrator), and the President (see CBA). In addition, external reviewers, if any, shall have access to appropriate materials for evaluation.

3.1 Candidate

A candidate for RTP shall make every effort to seek advice and guidance from the Department Chair, particularly regarding the RTP process and procedures and how criteria and standards are applied. The candidate has the primary responsibility for collecting and presenting the evidence of his or her accomplishments. The candidate's documentation must include all information and supporting materials specified in all applicable RTP policies. The candidate must clearly reference and explain all supporting materials.

The candidate shall submit a narrative that describes his or her goals and accomplishments during the period of review, including a clear description of the quality and significance of contributions to the three areas of review: 1) instruction and instructionally related activities; 2) RSCA; and 3) service. The narrative should range from between 8 and 25 double-spaced, single-sided pages in 12-point font with one-inch margins. The candidate shall provide all required supplemental documentation, including summary sheets from student evaluations and an index of all supplementary materials. The candidate shall provide all prior RTP reviews and periodic evaluations over the full review period, including candidate's responses or rebuttals, if any.

3.2 The Department RTP Policy

The content of this RTP policy, belonging to the Department of Recreation and Leisure Studies, specifies in-writing the standards and criteria to be applied in evaluating teaching performance, RSCA, and service. As administered by the Department, the standards are equal to or in excess of both university and CHHS standards. These standards are derived from and support the mission of the university, the college, and the department. This RTP policy is subject to ratification by a majority of voting tenured and probationary faculty members in the Department of Recreation and Leisure Studies and to approval by the college Faculty Council, the Dean, and the Provost. Additionally, this Policy shall be subject to regular review by the Department's tenured and probationary faculty.

3.3 The Department RTP Committee

The Department of Recreation and Leisure Studies RTP Committee has the primary responsibility for evaluating the candidate's work and makes the initial recommendation

to the college RTP committee regarding reappointment, tenure, and promotion. Academic unit RTP committee members are responsible for critically analyzing the candidate's performance by applying the criteria of the academic unit. The committee shall forward its evaluation and recommendation with supporting materials to the college RTP committee.

3.3.1 Election of Committee

The RTP Committee of the Department of Recreation and Leisure Studies is composed of *at least three (3) tenured members elected by majority vote of the tenured and tenure-track faculty members of the department.*

A. Election – Membership on the RTP Committee reflects, at a minimum, all requirements specified in the university and college RTP policies. To wit:

- 1) *The Committee must be comprised of at least three (3) tenured, full-time faculty members. Committees reviewing applications for reappointment, tenure, and/or promotion to the rank of Associate Professor may be comprised of tenured Associate and full Professors. Committees reviewing applications for promotion to the rank of Professor must be comprised of tenured full Professors.*
- 2) *Persons on difference-in-pay leave or sabbatical for any part of the academic year may serve on the RTP Committee.*
- 3) *Faculty participating in the Faculty Early Retirement Program (FERP) may serve on the RTP Committee if requested by the majority vote of tenured and probationary faculty members of the academic units and approved by the President. However, the RTP Committee may not be made up solely of faculty participating in the FERP.*
- 4) *The Department Chair may serve as a member of the RTP Committee, if elected, subject to the provisions of section 3.3.2(B).*

B. Single vs. Multiple Committees – Subject to the exception provided in subsection 3.3.6 governing joint appointments, 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 members at the rank of Associate Professor might consider all candidates within the Department who are eligible for reappointment, tenure, and promotion to Associate Professor. A second committee comprised of three faculty members with the rank of Professor might consider only candidates eligible for promotion to the rank of Professor.*

3.3.2 Committee Composition

The following provisions shall govern the composition of the Department RTP Committee.

- A. Membership Rank – *Members of the Department of Recreation and Leisure Studies RTP Committee who participate in promotion recommendations must be tenured and must have a higher rank than the candidate(s) being considered. They must not themselves be candidates for promotion.*
- B. Department Chair – The Chair of the Department of Recreation and Leisure Studies generally does not serve as a member of the Department RTP Committee so that he or she may write an independent evaluation of the candidate pursuant to the provisions of Section 3.4.2 of this document. However, in the event that there are an insufficient number of faculty members qualified to serve on the Department RTP Committee (or other unusual circumstances that so warrant), the Department Chair may serve as a member of the Department RTP Committee, if elected. If elected to such service, though, the Chair *may not make a separate recommendation pursuant to Section 3.4 of this policy. Moreover, to avoid conflicts of interest, the Department Chair may not sit with the Department RTP Committee during the time that the Committee is considering his or her own materials for reappointment, tenure, or promotion.*
- C. Vacancies – In the event that one or more vacancies occur in unexpired terms of the Department RTP Committee, either a meeting of the department faculty shall be called for the purpose of securing nominations, or nominations shall be solicited via a nominating ballot executed by the Chair of the Department of Recreation and Leisure Studies. If there are unexpired terms of differing lengths, the nominee(s) who receive(s) the most votes shall serve the longest term(s).
- D. Chair of the Department RTP Committee – The Department of Recreation and Leisure Studies RTP Committee shall elect a chair from among its own members.

3.3.3 Responsibility and Accountability

- A. Candidates
 - 1) *The initial 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) *Candidates may request a meeting to review recommendations with both the academic unit RTP committee and the chair or director of their academic*

unit. Candidates have the contractual right to respond in writing to these recommendations.

B. Department of Recreation and Leisure Studies RTP Committee

- 1) **Mini-Reviews** – The Department RTP shall conduct an assessment of all probationary faculty members at least once per year during probationary years in which the candidate is not scheduled for a formal RTP review. While such mini-reviews do not result in any job actions (e.g., reappointment, tenure, or promotion), they must provide guidance for professional development. Thus, mini-reviews shall commend probationary faculty member for meeting or exceeding expectations for instruction and instructionally-related activities, RSCA, and service, while providing written guidance for making improvements in areas which need strengthening. See Appendix B for the streamlined procedures to be used for mini-reviews.
- 2) **Reappointment, Tenure, and Promotion Reviews** – RTP reviews shall be conducted by the Department of Recreation and Leisure Studies on the schedule set by the University. The Department of Recreation and Leisure Studies RTP Committee is accountable for its recommendations by (a) supplying the College RTP Committee with a substantive evaluation to support its recommendations; and (b) submitting candidates' RTP portfolios and supporting documents on-time in accordance with established deadlines.

3.3.4 Prohibition on Multiple Levels of RTP Review

No one individual may participate in the evaluation of any single candidate in more than one level of review.

3.3.5 Ad Hoc Committees

If fewer than the required number of members of the Department, as specified in this policy, are eligible to serve on the Department RTP Committee, then additional members from outside the academic unit shall be selected in accordance with the following procedure:

- A. *Nominees may be from any school or college within the university provided that they have some familiarity with the RTP candidate's discipline or area of expertise.*
- B. *After prospective nominees have granted their permission to stand for election to an ad-hoc RPT Committee, the academic unit shall submit the names of all candidates for election to the unit's RTP committee and then conduct an election.*

3.3.6 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 94-11 (or any successor policy).

3.4 Department Chair/Director

The Chair of the Department of Recreation and Leisure Studies is responsible for communicating the department, college, and university policies to candidates. The Chair also provides ongoing guidance to candidates as to whether their performance is consistent with department expectations. The Chair, in collaboration with mentors from department and/or the college, is responsible for talking with candidates about their overall career development and providing professional mentoring.

3.4.1 Meeting with Committee

The Chair shall meet with the Department RTP Committee prior to the beginning of the department evaluation process to review the department, college, and university processes and procedures.

3.4.2 Optional Independent Evaluation by the Chair

The Department Chair may write independent evaluations of all RTP candidates unless the Chair is elected to the Department of Recreation and Leisure Studies RTP Committee. In promotion considerations, however, the Department Chair must have a higher rank than the candidate being considered for promotion in order to contribute a review or participate on a review committee. In no case may the Department Chair participate in the evaluation of any single candidate in more than one level of review.

3.4.3 Candidate's Rights

At all levels of review, before recommendations are forwarded to a subsequent review level, candidates shall be given a copy of the recommendation. The candidate may submit a rebuttal statement or response in writing and/or request a meeting be held to discuss the recommendation within ten (10) days following receipt of the recommendation. A copy of the response or rebuttal statement shall accompany the candidate's file and also be sent to all previous levels of review. This section shall not require that evaluation timelines be extended.

4.0 TIMELINES FOR THE RTP PROCESS

All tenured and probationary tenure-track faculty members undergo performance review and evaluation. Probationary 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 Probationary Faculty for Reappointment

4.1.1 Periodic Review (“Mini-Review”)

In the first year and second years of service, as well as in successive probationary years during which a candidate is not being reviewed for reappointment, tenure, or promotion, the annual evaluation takes the form of a periodic review (“mini-review”). The periodic review is conducted by the academic unit RTP committee, the chair or director of the academic unit, and the college Dean. The periodic review provides guidance for professional development, especially with regard to the candidate’s progress toward reappointment and, later, tenure. Thus, periodic reviews shall commend probationary faculty member for meeting or exceeding expectations in the relevant areas of review, while providing written guidance for making improvements in areas which need strengthening. See Appendix B for the streamlined procedures to be used for mini-reviews.

4.1.2 Reappointment Review

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. If reappointed for three years, probationary faculty shall continue to be evaluated annually using the periodic review process. If, however, candidates are reappointed for a shorter period of time, then they are to be evaluated annually using the periodic review process until such time as they undergo another formal reappointment review.

4.2 Evaluation of Probationary 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 probationary 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 of the College of Health and Human Services RTP Policy.

4.3 Evaluation of Tenured Faculty for Promotion

An Associate Professor becomes eligible for promotion review to the rank of Professor in the fifth year at the rank of Associate Professor. A tenured Associate Professor, however, may opt to seek early promotion to the rank of Professor prior to the fifth year in rank in accordance with the provisions of Section 5.5 of the College of Health and Human Services RTP Policy.

A tenured faculty member may choose not to be evaluated for promotion in a given year; however, the faculty member will still be required to undergo the five-year periodic evaluation of tenured faculty as outlined in relevant Academic Senate policy documents.

5.0 APPOINTMENT AND PROMOTIONAL LEVEL CRITERIA

Section 5 of the university and CHHS RTP policies outline the general standards for reappointment, tenure, and promotion. This RTP Policy elaborates on those policies by providing the specific criteria under which RTP candidates from the Department of Recreation and Leisure Studies will be reviewed. Candidates are referred to the university and CHHS policies for specific information on early tenure and promotion.

6.0 STEPS IN THE RTP PROCESS

6.1 Academic Affairs Sets Dates

The Division of Academic 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 Academic Affairs Notifies Candidates of Eligibility

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

6.3 Posting of Notice of Open Period

Academic units shall post in their offices a list of candidates being considered for reappointment, tenure, or promotion, following timelines and guidelines for the open period provided by the Office of Academic Affairs and consistent with the requirements of the CBA. A copy of all information submitted shall be provided to the candidate. The chairperson of the academic unit RTP committee prepares an index of the materials submitted during the open period to be included in the candidate's file.

6.4 Preparation and Submission of RTP File

Candidates prepare materials for review and deliver them to the academic unit RTP committee by the deadline.

6.5 Review by Department RTP Committee

The RTP Committee of the Department of Recreation and Leisure Studies reviews the candidate's materials and, using the standard university form, provides a written evaluation and recommendation to the next level of review by the deadline.

6.6 Review by Department Chair

The chair or director of the academic unit, if eligible and if not an elected member of the academic unit RTP committee, may review the candidate's materials and may provide an

independent written evaluation and recommendation to the next level of review by the deadline.

6.7 Review College RTP Committee

The college RTP committee reviews the candidate's materials and provides an independent written evaluation and recommendation to the next level of review by the deadline.

6.8 Review by Dean

The Dean reviews the candidate's materials and provides an independent written review and recommendation to the Provost by the deadline.

6.9 Review by Provost

The Provost reviews the candidate's materials and provides an independent written review and recommendation to the President. The President has the authority to make final decisions for the university with respect to reappointment, tenure, and promotion. The President (or Provost as designee) notifies the candidate of the final decision regarding reappointment, tenure, and/or promotion by the deadline.

7.0 ADDITIONAL PROCESSES

7.1 Withdrawal

Prior to the final decision, candidates for promotion may withdraw without prejudice from consideration at any level of review (see CBA). This provision also applies to candidates for early tenure.

7.2 Missing Documentation

If, at any time during the review process, the absence of required evaluation documents is discovered, the RTP package shall be returned to the level at which the requisite documentation should have been provided. Such materials shall be provided in a timely manner.

7.3 Rebuttal

At each level of review, the candidate shall be given a copy of the recommendation, which shall state in writing the reasons for the recommendation, before the recommendation is forwarded to the next review level. The candidate shall have the right to provide a rebuttal/response in writing no later than ten (10) calendar days following receipt of the recommendation. A copy of all of the candidate's rebuttal/responses shall be forwarded to the next level of review, as well as to any previous review levels.

7.4 External Review

The candidate or evaluators at each level of review may request an external evaluation, consistent with current Academic Senate policy on external evaluations.

8.0 APPROVAL OF AND CHANGES TO THIS RTP POLICY

8.1 Ratification

This RTP policy is subject to ratification by a majority of voting tenured and probationary faculty members in the Department of Recreation and Leisure Studies and to approval by the CHHS Faculty Council, the Dean, and the Provost.

8.2 Amendments

Amendments to this Policy may be initiated by a petition signed by fifteen percent (15%) of the entire full-time tenured and tenure-track faculty of the Department of Recreation and Leisure Studies. Upon receiving a petition so initiated, the Dean of the College (either directly or through the Department Chair as the Dean's designee) shall communicate the proposed amendment(s) to the faculty members in the Department of Recreation and Leisure Studies at least two weeks (i.e., 14 calendar days) prior to voting.

8.2.1 Voting on Amendments

Voting on amendments shall be by ballot prior to the close of the preceding academic year of adoption, and shall comply with the policy as identified in the CSU/CFA Collective Bargaining Agreement.

8.2.2 Majority Needed to Adopt

To become effective, all proposed amendments shall require a majority of the ballots cast by eligible voters and the approval of the Dean and the Provost/Vice President for Academic Affairs.

8.2.3 Voting Rights

All tenured and tenure-track faculty members in the Department of Recreation and Leisure Studies – including those on leave, sabbatical, and FERP – are eligible to vote on RTP policy matters.

APPENDIX A: PEER-EVALUATION OF TEACHING FORM



**COLLEGE OF HEALTH AND HUMAN SERVICES
DEPARTMENT OF RECREATION AND LEISURE STUDIES**

**EVALUATION REPORT FROM
PEER-OBSERVATION OF CLASSROOM TEACHING**

INSTRUCTOR'S NAME			
INSTRUCTOR'S RANK			
COURSE OBSERVED			
OBSERVATION DATE			
NUMBER OF STUDENTS PRESENT			
TIMEBASE	<input type="checkbox"/> PART-TIME	<input type="checkbox"/> FULL-TIME	Number of WTUs

A. Summary of Key Teaching Performance Indicators

The class session began with an overview of the lesson's objectives and then proceeded to meet those objectives through the delivery of instruction.				
<input type="checkbox"/> Excellent	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Not applicable or insufficient opportunity to observe in the particular lesson
The lesson was well-organized.				
<input type="checkbox"/> Excellent	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Not applicable or insufficient opportunity to observe in the particular lesson
The methods used to deliver the lesson during the observed class session were appropriate for meeting the learning objectives.				
<input type="checkbox"/> Excellent	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Not applicable or insufficient opportunity to observe in the particular lesson
The instructor was well-prepared for class.				
<input type="checkbox"/> Excellent	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Not applicable or insufficient opportunity to observe in the particular lesson
The instructor integrated content from sufficiently varied sources to add both breadth and depth to the lesson.				
<input type="checkbox"/> Excellent	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Not applicable or insufficient opportunity to observe in the particular lesson

Information communicated by the instructor was accurate and up-to-date (i.e., the instructor's subject mastery and currency were evident).				
<input type="checkbox"/> Excellent	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Not applicable or insufficient opportunity to observe in the particular lesson

The instructor was effective in presenting subject content and materials in the class session.				
<input type="checkbox"/> Excellent	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Not applicable or insufficient opportunity to observe in the particular lesson

The instructor was enthusiastic and/or was able to arouse student interest, curiosity, motivation, and/or participation.				
<input type="checkbox"/> Excellent	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Not applicable or insufficient opportunity to observe in the particular lesson

The instructor fostered an effective educational environment that facilitated creative expression, critical thinking, intellectual inquiry, and/or student engagement.				
<input type="checkbox"/> Excellent	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Not applicable or insufficient opportunity to observe in the particular lesson

B. Course Syllabus Construction

1. Consistent with CSULB policy, the syllabus adequately sets forth:			
course meeting times and location	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
the instructor's office location and office hours	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
the instructor's contact information	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
required books and resources	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
an explanation of the instructor's attendance policy	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
an explanation of how the instructor will enforce the university's withdrawal policy	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
course requirements that form the basis of the assessment of student performance	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
a statement on academic integrity	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
a course outline or schedule	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
2. Other syllabus evaluation criteria:			
The learning goals of the course and the relationship of the course to the major and/or to general education are clearly conveyed to students in behavioral terms.			
<input type="checkbox"/> Excellent	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Not at all
Grading practices, standards, and criteria are clearly articulated.			
<input type="checkbox"/> Excellent	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Not at all
Instructional methods used in the course are explained and are appropriate to the course taught.			
<input type="checkbox"/> Excellent	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Not at all
Course assignments are explained and are appropriate to/for the course taught.			
<input type="checkbox"/> Excellent	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Not at all
Course content appears to be up-to-date, appropriate to the course topic, and enhancing of student learning.			
<input type="checkbox"/> Excellent	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Not at all
The course appears to integrate materials that are interdisciplinary and/or comparative.			
<input type="checkbox"/> Excellent	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Not at all
			<input type="checkbox"/> Not applicable

C. Qualitative Feedback on Teaching

1. *Describe the lesson taught, including the subject, objectives, and methods used.*
2. *Describe the instructor's teaching as it related to content mastery, currency, breadth, and depth.*
3. *How well organized and clear was the presentation?*
4. *How effective were the methods of instruction used for this presentation?*
5. *Describe the level of student interest and participation.*
6. *What were the instructor's major strengths? Weaknesses?*
7. *What specific and constructive recommendations would you make to improve the instructor's teaching in this class?*

D. Overall Rating of Teaching

On the basis of the evidence provided in Sections A, B, and C, I rate the instructor's overall teaching as:

<input type="checkbox"/> Excellent	<input type="checkbox"/> Proficient	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
--	---	---	--	---

SIGNATURE OF PEER-EVALUATOR: _____

NAME OF PEER EVALUATOR	TITLE OF PEER EVALUATOR	DATE

SIGNATURE OF EMPLOYEE	
<i>I have read the above evaluation. My signature indicates neither agreement nor disagreement with it.</i>	
EMPLOYEE SIGNATURE	DATE

APPENDIX B: GUIDELINES FOR MINI-EVALUATIONS

Mini-Evaluations of probationary faculty are to be conducted by the Department of Recreation and Leisure Studies RTP Committee, the Department Chair (optional), and the College Dean. The standard form for evaluation must be used.¹ Pursuant to that form, a candidate's activities are to be evaluated under the categories of: (1) instruction and instructionally-related activities; (2) research and scholarly and creative activities; and (3) department, college, university, community, and professional service. The dossier, however, for a mini-evaluation is not supposed to be a full RTP evaluation file. Accordingly, candidates for mini-reviews are expected to submit only those materials covering the period since the most recent review (i.e., since their last mini-evaluation or since their last formal RTP review for reappointment).²

To assist the Department RTP Committee in conducting a mini-evaluation of a probationary faculty member, the candidate must submit an updated Professional Data Sheet (PDS) and curriculum vitae which addresses: (1) instruction and instructionally-related activities; (2) research and scholarly and creative activities; and (3) department, college, university, community, and professional service. These updates are to be supported with the following documentation:

1. Narrative – The narrative for a mini-review should be in the form of a short letter (*two to three pages*) that reflects on a candidate's accomplishments in all three areas either since initial appointment (for new probation faculty), since the last mini-review (for candidates in their second or fifth years), or since formal reappointment (for candidates in their fourth year).

In terms of the content of the narrative, two or three paragraphs should be devoted to reflection on one's teaching. Two or three paragraphs should discuss the candidate's scholarly activities; in these paragraphs, in accordance with Section 2.2.2 of the Department RTP Policy (and its subsections), candidates must identify their program of scholarly research. It is important that specific goals and plans – both current and future – be clearly articulated and documented because mere claims of intent are insufficient. This should include not only a written plan of research activity, but also some indication of how data for empirically-based research may be derived or obtained. Finally, a paragraph or two should explain the candidate's service contributions during the relevant review period.

2. Student Evaluations

¹ <http://www.csulb.edu/divisions/aa/personnel/forms/documents/CHHS-RTPEVALFORM-revised9-2004.doc>.

² New probationary faculty should therefore submit materials from the date of appointment. However, if service credit was given at the time of appointment, candidates should also include materials for the credited years.

- a) New Probationary Faculty Prior to Initial Reappointment – In accordance with Section 2.1.3(A)(1) of the Departmental RTP Policy, candidates for mini-review are strongly encouraged to submit all student evaluations, both quantitative and qualitative, from all sections of all courses they have taught; however, candidates for mini-review are only required to submit all quantitative and qualitative copies of student evaluations from a minimum of two sections of all non-supervision based courses taught each semester. In addition, candidates must submit a summary table of their student evaluations from all sections of all courses taught since initial appointment. Thus, this table is created in the year of initial appointment and is updated annually by adding the data from additional courses that are subsequently evaluated by students. The table should be presented using the following format:

Table 1: Summary of Quantitative Anonymous Feedback on Teaching

Question	Semester Year		Semester Year		Semester Year		Candidate Average
	REC xxx	REC xxx	REC xxx	REC xxx	REC xxx	REC xxx	
Course Number							Compute Mean of the Means
1. The instructor provided clear and accurate information regarding course objectives, requirements, and grading procedures.							
2. The instructor's grading was consistent with stated criteria and procedures.							
3. The instructor provided assignments/activities that were useful for learning and understanding the subject.							
4. The instructor's expectations concerning work to be done in this course were reasonable.							
5. The instructor was well-prepared for class.							
6. The instructor was effective in presenting subject content and materials in the class.							
7. The instructor was available during posted office hours for conferences about the course.							
8. Overall, I rate this instructor's overall teaching effectiveness in this course as:	Instructor Mean						
	Department Mean						
	College Mean						

3. Peer-Evaluations – In accordance with Section 2.1.4 of the Departmental RTP Policy, candidates for mini-review must submit peer evaluations of teaching that were conducted within the year prior to the application. Candidates should have at least one peer-

evaluation each semester they teach from tenured faculty.³ Ideally, candidates should ask for a peer evaluation each semester that he/she teaches a course to show that growth, development, or consistency exists in the candidate's teaching.

4. Syllabi – In accordance with Section 2.1.5 of the Department RTP Policy, syllabi from all courses taught in the relevant review period must be submitted. Only one syllabus per discrete course should be submitted, not multiple copies of syllabi used in different sections or semesters. An exception to this rule, however, is if the candidate has made substantial changes to a syllabus in response to suggestions from students or peers. In such an event, candidates should submit "before" and "after" copies as evidence of efforts to improve courses. Candidates should make sure that their syllabi conform to all university requirements.
5. Table of Grade Distributions – In accordance with Section 2.1.6 of the Department RTP Policy, candidates must submit their grade distributions *in summary tabular form* from all sections of all courses taught since initial appointment. Thus, this table is created in the year of initial appointment and is updated annually by adding the data from additional courses taught. The table should be presented using the following format:

Table 2: Summary of Grade Distributions

Date	Course	A # (%)	B # (%)	C # (%)	D # (%)	F # (%)	W # (%)	CR # (%)	NC # (%)	I or RP # (%)	Total # (%)	Mean GPA	Mean Dept. GPA
Semester Year	REC										(100%)		
Semester Year	REC										(100%)		
Semester Year	REC										(100%)		
Semester Year	REC										(100%)		
Semester Year	REC										(100%)		
Semester Year	REC										(100%)		
Totals											(100%)		

6. Scholarly Publications – In accordance with Section 2.2.2 of the Department RTP Policy and its subsections, candidates must document their scholarly publication record. During mini-evaluations, candidates should therefore including copies of papers presented at conferences; manuscripts under review; preprints of articles accepted for publication along with the letter of acceptance; reprints of articles that have been published; proposals for funded research; and letters documenting service as an editor or peer-reviewer. *Only those scholarly activities that have occurred since the last review need to be submitted.*
7. Documenting Service – Candidates during mini-reviews need not submit any

³ Such evaluations may be conducted by faculty members in the Department, qualified faculty members from other departments, or the Faculty Development Center. Experts in the relevant subfield may also provide additional evaluations of the content of a candidate's teaching.

documentation of service; simply listing such service on their updated curriculum vitae is sufficient. Candidates are well advised, however, to be careful to keep such documentation since it is required to be submitted as part of a candidate's RTP file for formal reappointment, tenure, or promotion.