

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

Effective Fall 2010

*Preamble*

The Department of History policy on Reappointment, Tenure, and Promotion (RTP) defers to the College of Liberal Arts (CLA) RTP policy, with the following additional clarifications which are specific to the discipline of History. The relevant general sections of the CLA RTP policy are referred to by corresponding numbers in brackets.

Successful candidates for tenure and promotion must meet the expectations for all three of the categories listed below: Instruction and Instructionally Related Activities; Research, Scholarly, and Creative Activities (RSCA); and University, Professional, and Community Service.

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

**1. INSTRUCTION AND INSTRUCTIONALLY RELATED ACTIVITIES [2.1]**

This category includes teaching in a classroom setting, advising, supervision of student research and fieldwork, curriculum development, and other activities related to the goal of educating students.

The Department of History expects that the candidate's teaching record will demonstrate the following characteristics:

- An ongoing commitment to the development of appropriate pedagogical skills, including continuous updating of course materials reflecting changes in the discipline and in the candidate's particular field of expertise. As candidates move through various levels of the RTP process, they should demonstrate a pattern of growth and development as teachers that can be documented by narrative description, peer review and discussion, and the ongoing development of pedagogical materials.
- Candidates are expected to demonstrate currency in their fields through attendance at discipline-based conferences and familiarity with major issues and arguments in their respective fields. Currency should also be reflected in the content of class materials, frequent revision of syllabi, and formal or informal presentations for students and colleagues. Course materials should be appropriate to the design and level of the course and inform students of course requirements and expected learning outcomes.

- Student evaluations should, on an ongoing basis, reflect favorably on the candidate's ability to organize and present the content of a course and to provide engaged students with the tools for academic success, which include critical thinking and writing skills. Evaluations that fall substantially below department, college, and university averages on a consistent basis will generally be harmful to the candidate's success in the RTP process. However, the Department of History recognizes that student evaluations may be affected by many different factors, including class size, class level, and unforeseen developments; in that spirit, History RTP Committees are urged to look carefully at the entire record of student evaluations and to weigh carefully any unusual circumstance that might affect a given candidate's record.
- Since the discipline has long endorsed essay exams and research papers as primary vehicles for the evaluation and assessment of student intellectual growth, candidates' teaching materials should show a commitment to these pedagogical tools, particularly at the upper-division level. Candidates should expect that, even in lower-division classes, heavy reliance on multiple choice or Scantron exams will need to be justified to department RTP committees.
- A candidate's record should indicate a willingness to assume an individual share of department responsibility for mentoring, directed studies projects, and graduate level committee work, whether for thesis or comprehensive exams. The Department also recognizes that in the process of mentoring a Master's student, faculty often direct independent study courses. Candidates are encouraged to document this work with graduate students as well as any other significant time commitment, such as serving on graduate exam committees.

Faculty may also include in their Professional Data Sheet (PDS) and/or narrative these other instructionally related activities:

- Participating in departmental or extra-departmental tutoring/mentoring projects.
- Participating in innovative approaches to teaching and learning, e.g., the Learning Alliance or service learning courses.
- Directing students connected to internship projects on or off the campus; such projects could include the facilitator program in the department or internships in local history projects.
- Advising student groups in curricular or extra-curricular settings.
- Participating in K-12 partnership groups such as those organized by the CSULB History Project.
- Developing or assisting in the development of pedagogical techniques related to the discipline.

- Developing teaching materials directly related to the candidate's teaching assignment or, more broadly, to the discipline.

## **2. RESEARCH, SCHOLARLY AND CREATIVE ACTIVITIES (RSCA) [2.2]**

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

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

The Department of History does not quantify the minimum number of publications required for tenure and/or promotion because of the varied nature of publication in a discipline with multitudinous subfields. The academic press monograph is an especially significant achievement for the History profession; however, it is not the sole standard by which tenure and promotion are granted. Peer-reviewed articles, essays in edited volumes, and the publication of textbooks, when placed in the context of the candidate's overall research agenda, are also highly valued. The peer-review process is an important standard by which our scholarship is judged; however, it is not the sole standard by which academic work in our field is evaluated. For example, editing journal "special issues," invitations to submit essays to edited volumes, or publication of lengthy "state of the field" review articles may not constitute peer-review but are nevertheless important indications of a scholar's rank in our field. In fact, the more established a scholar, the more likely it is that she/he will be invited to produce such non-peer reviewed work.

It is the responsibility of the Department RTP Committee to evaluate the quality of the journal and academic or other presses. It is the responsibility of the candidate to provide the RTP Committee with a narrative or measure of quality as well (i.e., it is the responsibility of the candidate to provide a rationale as to why certain publication outlets have been chosen).

Regarding the exclusion of publications claimed in previous RTP actions (Per CLA RTP Document 2.2.1.1b), the Department of History stipulates that the College policy refers to work that is already published, in press, or in galleys at the time of the previous action. In this case, this scholarship may not be claimed for a future action. Scholarship that is still undergoing significant revision, however, may be claimed in a future action. Candidates are advised to adhere carefully to the CLA RTP Document's language regarding the definitions of publication status when listing incomplete scholarly work on their PDS [2.2.4].

The Department of History expects all candidates in the RTP process to provide a record documenting significant and ongoing research project(s) that result in publication in refereed academic journals, the publications of monographs, and other recognized publishing outlets for academic work. The Department of History expects the record of research, scholarly, and creative accomplishment to reflect the following characteristics:

- Evidence of a serious commitment to scholarly activities that advance the state of knowledge in the candidate's field(s). This may be demonstrated through publication, presentation of papers at professional meetings, participation in professional associations, maintenance of scholarly websites, bibliographies, online databases, and significant contributions to the editing of the journals and electronically-published documents in the discipline. The department recognizes that non-English language publications contribute towards scholarly achievement. Grants, fellowships, and awards for research and writing in the discipline are also recognized as important indicators of a candidate's scholarly commitment.
- An ongoing effort to engage in scholarly activities that serve both the discipline and the ongoing pedagogical development of the candidate. This effort may be demonstrated by review of manuscripts for journals and academic presses, publication of book reviews in recognized academic journals, and contributions to the development of new pedagogical tools in the discipline, such as interactive media.

The History Department recognizes that a candidate may advance the state of knowledge in his/her field through the following activities and achievements which he/she may include on her/his Professional Data Sheet:

- Participation in the grant process as an evaluator or consultant for major grant-giving agencies.
- Participation on any level in the publication of professional journals, whether departmental (*The History Teacher*), regional, national, or international.
- Editorship of, or significant contributions to, a newsletter serving the discipline.
- Research projects directly related to pedagogy in the discipline.
- Professional recognition for excellence in research, or research-related activities in the discipline.
- Organizing or serving on the steering/program committee of an academic conference.
- Planning and hosting an academic conference.
- Service on boards or committees of professional organizations in the discipline.
- Work on grant applications related to the department or discipline.
- Translation of reprints of one's own work or translations of another scholarly piece that appear in appropriate scholarly publications.

Candidates applying for tenure and promotion to Associate Professor (or promotion to Full Professor) are encouraged, but not required, to solicit letters of support of their scholarship and

contribution to their fields. The absence of such letters shall not be construed as a negative judgment on the candidate's work.

While the solicitation of letters of support does not constitute an External Review, it is recommended that RTP candidates and the Department RTP Committee familiarize themselves with the Academic Senate Policy for External Evaluation of Research, Scholarly, and Creative Activities (approved May 7, 2010).

### ***3. UNIVERSITY, PROFESSIONAL, AND COMMUNITY SERVICE [2.3]***

All faculty share collegial responsibilities for governance and administrative duties at departmental, college, and university levels. Professional and community service must be directly or indirectly related to the academic expertise of the candidate in order to be considered in the RTP process at the department level. Consulting, paid or unpaid, will be evaluated based on a) benefit to the discipline and department and b) benefit to the mission of the university.

The Department of History expects the service record of candidates to meet the general requirement of active participation in the governing and administration of the department, college, and university. The Department recognizes that some service—including, but not limited to, service on RTP, search, and curriculum committees— can be particularly demanding and may be elaborated upon in the narrative.

Candidates may demonstrate service through the following activities:

- Service on assigned and elected department committees.
- Service as an elected officer of the department.
- Service on various college and university-wide committees.
- Service to the community in capacities that reflect the expertise of the faculty member, e.g., local history boards or K-12 presentations.
- Authorship, or shared authorship, of major department, college, or university documents, e.g., program or policy reviews or faculty council bylaws.
- Organizing outreach or mentoring student interns.
- Participating in innovative, discipline-based programs in off-campus learning communities.

### ***APPROVAL OF AND CHANGES TO THIS RTP POLICY***

- **Ratification**

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

- **Amendments**

Amendments to this Policy may be initiated by full-time tenured and probationary History Department faculty. Upon receiving a request for an amendment, the Chair of the History Department shall communicate the proposed amendment(s) to the tenured and probationary faculty members in the Department at least two weeks (i.e., 14 calendar days) prior to voting.

- **Voting on Amendments**

Voting on amendments shall be by secret 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.

- **Majority Needed to Adopt**

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

- **Voting Rights**

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