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CALIFORNIA STATE UNIVERSITY, LONG BEACH
SCHOOL OF CRIMINOLOGY, CRIMINAL JUSTICE, AND EMERGENCY MANAGEMENT

SCHOOL REAPPOINTMENT, TENURE, AND PROMOTIONS POLICY

PRINCIPLES FOR EXEMPLARY SERVICE AS A TEACHER-SCHOLAR

In concurrence with the exemplary status of California State University, Long Beach (CSULB), as an institution of higher education and to provide an instructional program that is responsive to the needs of 1) students, 2) the community, and 3) the justice professions, the School of Criminology, Criminal Justice, and Emergency Management (CCJEM) has developed an integrated Reappointment, Tenure, and Promotion (RTP) policy document, which clearly describes the expectations for faculty in the School of CCJEM as teacher-scholars.

The purpose of this integrated document is to (1) guide new faculty in their quest for reappointment, tenure, and promotion within the framework of being teacher-scholars; (2) guide development of tenured faculty as teacher-scholars; (3) guide the School Reappointment, Tenure, and Promotion Committee (RTP) in evaluating candidates for mini-reviews, reappointment, tenure, promotion, and periodic post-tenure review; and (4) foster an environment that supports the missions of the School, the College of Health and Human Services (CHHS), and the University.

These evaluative policies and procedures are intended to take into consideration the diversity of expertise within a School that is interdisciplinary and, when possible, transdisciplinary, thereby enabling the School to grow in strength and stature.

All University and CHHS RTP Policy insertions in this document are presented in italics to distinguish clearly between the language of the university and college policies and the language that is unique CCJEM. 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, creative activity and service

for the people of California and the world. California State University Long Beach envisions changing lives by expanding educational opportunities, championing creativity, and preparing leaders for a changing world. In service to the university's mission, the School of CCJEM seeks to educate our students to be ethical leaders in practice, policy, and scholarship; to produce informative and influential research; and to promote justice, equity, and safety through service to our communities.

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

1.2.1 RSCA Supports Mission and Vision

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 School of CCJEM. 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 School of CCJEM

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;

participation;

- 5) purposeful experimentation with one's pedagogy in ways that foster engaging educational environments that are characterized by academic freedom, creative expressions, critical thinking, intellectual inquiry, and community engagement;
- 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;
- 7) thoughtful mentorship and advising that contribute to students' cultural, social, and intellectual lives; and
- 8) incorporation of one's scholarship into teaching, when appropriate, including the effective supervision of student research and the incorporation of students into one's own scholarly research, when appropriate.

B. Indicia of Ongoing Professional Development as a Teacher

- 1) Keeping abreast of discipline developments through participation in discipline-specific conferences and continuing education activities.
- 2) Actively participating in the School's curricular assessment efforts.
- 3) Creating and/or assessing graduate students' comprehensive examination questions.
- 4)

- consultation on course development; or
- 2) a sustained record of involvement in programs of the CSULB Faculty Center for Faculty Development; or
 - 3) a sustained record of participation in teaching development seminars or conferences sponsored by the School, College, University or professional organizations; or
 - 4) a sustained record of giving or receiving formal or informal pedagogical coaching and/or other activities which contribute to professional development of teaching effectiveness.

2.1.3 Student Response to Instruction

Student course evaluations shall be used 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

- D. readings and assignments that are up-to-date, appropriate to the topic, and enhance student learning. In keeping with the mission of the School of CCJEM, 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.

2.1.6 Grade Distributions

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 candidates themselves 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 subsection 2.1.1 A. and/or ongoing professional development as a teacher as set forth in subsection 2.1.1 B. If candidates submit additional documentation, the RTP Committee shall review it 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 School. The most respected and successful

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 School of CCJEM 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 criminology, criminal justice, and/or related fields.

2.2.1 Variability within Criminology and Criminal Justice

- A. Variability in the Nature of Relevant RSCA – Criminology and criminal justice are interdisciplinary fields. Scholarship includes basic, applied, and pedagogical research, as well as outreach initiatives. Qualified faculty members may be trained in the social sciences (e.g., psychology, sociology, political science, and anthropology), the humanities (e.g., history and philosophy), the natural sciences (e.g., chemistry, biology, physics, engineering, computer science, and neuroscience), the professions (e.g., law, medicine, accountancy, nursing, and education), and/or in interdisciplinary programs (e.g., criminology, criminal justice, justice studies, and law and society). These varied disciplines use an array of research methodologies that are all equally

candidates at all levels of review. Specific publication requirements are set forth below in subsections C.2), D.1), and D.2).

a) *“Research” involves scientific, clinical, social scientific,*

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 respected venue consistent with accepted disciplinary standards (discussed in more detail in subsection D of subsection 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 doing mini-reviews must be mindful of the fact in the early probationary years, faculty are likely to just be starting to advance a research agenda. Thus, in the first year, new faculty might be more likely to publish book reviews, encyclopedia entries, invited essays, monographs, grant proposals, etc., than to be publishing articles in peer-reviewed journals. New faculty,

- shall be evaluated as constituting strong evidence of scholarly achievement. Allowable substitutions are specified in 2.2.2 B.2).
- 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

presentations: 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). Presentations at the international conferences of the American Society of Criminology, the Academy of Criminal Justice Sciences, the Society for the Study of Law and Society, and similar nationally-recognized organizations are paramount. Nothing in this section shall be construed to mean that conference presentations of any type constitute sufficient RSCA to warrant reappointment, tenure, or promotion. Rather, conference presentations

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 School of CCJEM 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 impact in various types of community (applied professional, public, organizational, policy), as well as at different levels of community effort (local, state, national,

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 School of CCJEM as demonstrated by:*
 - a) advising student organizations, clubs, and/or honor societies;
 - b) participating actively and meaningfully in School committees, (especially by chairing a School committee such as the Awards,

1. *consulting with schools; health and human services agencies and organizations; local, state, federal, or foreign governments; and/or community organizations.*
 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.

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 School Director, particularly regarding the RTP

members elected by majority

Section 3.4 of this policy. Moreover, to avoid conflicts of interest, the School Director may not sit with the School RTP Committee during the time that the Committee is considering their own materials for reappointment, tenure, or promotion.

- C. Vacancies – In the event that one or more vacancies occur in unexpired terms of the School RTP Committee, either a meeting of the School faculty shall be called for the purpose of securing nominations, or nominations shall be solicited via a nominating ballot executed by the Director of the School of CCJEM. If there are unexpired terms of differing lengths, the nominee(s) who receive(s) the most votes shall serve the longest term(s).
- D. Director of the School RTP Committee – The School of CCJEM 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*

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 School, as specified in this policy, are eligible to serve on the School 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*

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

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 School of CCJEM will be reviewed. Candidates are referred to the CHHS policy for specific information on early tenure and promotion.

6.0 STERPS 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.

6.4 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 School RTP Committee

The RTP Committee of the School of CCJEM reviews the candidate's materials and, using the standard university form, provides a written evaluation

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