

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

**DEPARTMENTAL REAPPOINTMENT, TENURE, AND PROMOTIONS POLICY:**  
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**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.



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











- 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.

### **2.2.2 Student Learning b.**

- 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.

### **2.2.3 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 required to submit copies of all student evaluations for all courses for which SPOT was administered.
  - 2) In the years following initial reappointment, candidates for mini-review, any subsequent reappointment, tenure, or promotion to the rank of Associate Professor are required to submit copies of all student evaluations for all courses for which SPOT was administered.
  - 3) Candidates for promotion to the rank of Professor are required to submit copies of all student evaluations for all courses for which SPOT was administered.

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 evaluatye*



Samples of course content should be provided by the candidate as evidence of how the instructor addresses the

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.

### **2.3.1 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







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



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 probtueg sageng t titgbtue, tenen

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)

- (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 RD(d t)-2 </MCID 40 (i)-6 (JTJ 0 Tc 0n-2 ())-4 (p)-4 (a)4 (n t)

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.

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.

## **2.4 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.*

### **2.4.1 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 department<sup>1</sup>, 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.*

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<sup>1</sup> 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.





- 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*

*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.*

### **3.2 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.*

### **3.3 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.*

### **3.4 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.*

### **3.4.1 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 2)*

### **3.4.2 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.*

### **3.4.3 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*











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

**6.8 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.*

**6.9 Review by Dean**

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

**6.10 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.*

**7.1 ADDITIONAL PROCESSES**

**7.2 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.*

**7.3 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.*

**7.4 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.*

**7.5 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.*

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

### **8.2 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

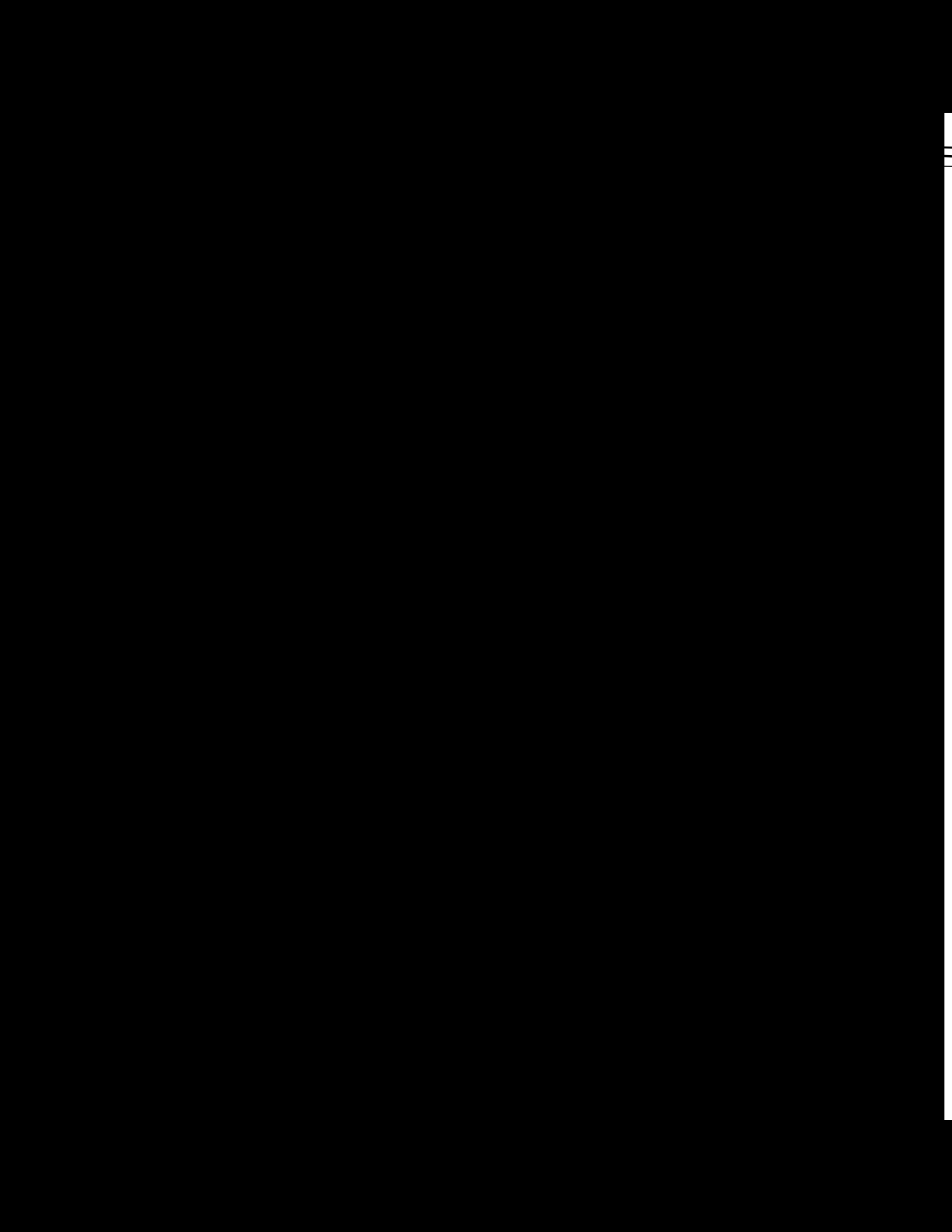
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evaluation each semester they teach from tenured faculty.<sup>3</sup> Ideally, candidates should ask for a peer evaluation each semester that he/she teaches a course to show that growth, development, or consistency exists in the candidate's teaching.

4. Syllabi – In accordance with Section 2.1.5 of the Department RTP Policy, syllabi from all courses for which SPOT was administered 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 for which SPOT was administered 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
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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.