

1 REAPPOINTMENT, TENURE, AND PROMOTION POLICY  
2 DEPARTMENT OF GEOLOGICAL SCIENCES  
3 COLLEGE OF NATURAL SCIENCES AND MATHEMATICS  
4 CALIFORNIA STATE UNIVERSITY, LONG BEACH  
5

6 I. Introduction  
7

8 The Department of Geological Sciences gives its highest priority to quality instruction at all  
9 levels in the study of the earth system. The department seeks to prepare undergraduate and  
10 graduate students for careers in teaching, industry or government, or for further studies at the  
11 graduate level. In the rapidly changing and technologically oriented earth sciences disciplines,  
12 students must have a strong geological background. As such, students require an instructional  
13 program that explores the fundamental geologic processes, cultivates skills in observation and  
14 integrative three-dimensional thinking, provides laboratory and field experience, and stimulates  
15 interest in the many sub-disciplines of the geological sciences.  
16

17 The department believes that scholarly activity of faculty is an essential part of the educational  
18 program. All graduate students in the department must be involved in research projects  
19 supervised by faculty in order to complete a thesis. Additionally, involvement in research  
20 supervised by faculty is an important part of the training of many of the undergraduates.  
21 Furthermore, the expertise in current geological sciences acquired by active participation in  
22 research is important for effective teaching, especially at the graduate and advanced  
23 undergraduate levels.  
24

25 University and professional service by the faculty is essential to the effective functioning of the  
26 department, college, university, and professional community. Faculty members of the  
27 Department of Geological Sciences are expected to contribute at all levels to ensure the vitality  
28 of the institution and profession.  
29

30 The Department of Geological Sciences establishes the following criteria and procedures to be  
31 used for reappointment, granting of tenure, and promotion of its faculty. These are presented for  
32 the guidance of the faculty candidate and evaluators. Should any part of this document be in  
33 conflict with documents or policies of higher administrative bodies or the collective bargaining  
34 agreement, then the parts in conflict are null and void and those of higher administrative bodies  
35 or the collective bargaining agreement will prevail.  
36

37 II. Responsibilities and Procedures  
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39 A. The Department Chair  
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41 The department chair shall be responsible for informing new faculty members of the  
42 standards of performance expected by the department and of the procedures to be  
43 followed in evaluating performance.  
44

## B. The Department RTP Committee

The Department of Geological Sciences RTP Committee will follow the guidelines in the university and college RTP policies. The specific procedures that will be used by the department RTP committee in following these guidelines are outlined below.

The Department of Geological Sciences RTP Committee shall not exist as a standing committee. Instead, RTP committees shall be formed as needed. The minimum number of faculty members on the department RTP committee will be three. The chair may be elected to the department RTP committee. If elected, the department chair cannot write a separate evaluation for any candidate being considered for RTP action during that academic year. RTP committee members shall be elected by secret ballot in which all tenured and probationary faculty members in the department are eligible to vote. If an elected member resigns or otherwise cannot complete the term of service for which he/she was elected, and if the resignation reduces the number of committee members below the required three, then the department will elect a replacement to serve the rest of the unexpired term.

During the semester that a candidate is being reviewed for a reappointment, tenure, or promotion decision, the department RTP committee will send at least two members to a total of at least two classroom visits. Each visit shall be of a substantial duration for the purpose of peer teaching evaluation; no committee member will evaluate more than two class sessions for an individual candidate. Written comments from each of the RTP committee members will be placed in the candidate's file. These evaluations must be addressed appropriately in the committee's final report.

If the department chair elects to write a separate recommendation, the chair will have access to all written comments about classroom visitations by department RTP committee members entered into the candidate's file.

## III. Criteria and Evaluation

### A. Instruction and Instructionally Related Activities.

1. Evaluation: The evaluation of teaching effectiveness will be based on the candidate's teaching during the current review period. This will include an analysis of scores on student evaluations; consideration of written reports of observations of the candidate's teaching during the review period; evaluation of the course materials submitted by the candidate, the narrative provided by the candidate, as well as written comments submitted during the open period.

2. General Criteria: For promotion to associate professor, for tenure, and for promotion to professor, teaching must be at least competent and must demonstrate a potential for excellence. Teaching as the principal instructor for lecture or laboratory

90 classes at multiple levels of coursework will be the most important activity considered  
91 in assessment of teaching. Supervision of laboratory sections of courses taught by  
92 others, mentoring CSULB students in research activities, and, when it is part of the  
93 candidate's assignment, advising will also be evaluated.  
94

95 (a) Pedagogical Approach and Method: The candidate shall offer rigorous  
96 courses that integrate into the departmental curricular program. This may  
97 involve teaching existing courses or developing new ones. Course content must  
98 support the chain of prerequisite coursework required in the department.  
99 Course materials should be appropriately chosen, up to date, clear, and of value  
100 in facilitating learning. Course policies and grading practices shall comply with  
101 those of the university and college and must be clearly conveyed to students in  
102 a timely fashion. The results of grading practices should be reasonably  
103 consistent with department norms for the same or comparable courses.  
104

105 (b) Evaluation of Instruction: Student ratings of instruction, faculty peer-  
106 review, and other input to the RTP committee should reflect a favorable  
107 perception of the instructor's conveyance of knowledge, effort, availability,  
108 organization, and attention to student needs. The RTP committee shall conduct  
109 a complete analysis of all available numerical data from student evaluation  
110 sheets. This analysis shall include a comparison of the candidate's scores with  
111 those for the entire department and college. If provided, any written comments  
112 will be analyzed critically by the RTP committee. The evaluation will be based  
113 on evidence of the level of student learning facilitated by the candidate.  
114 Instructional practices and course materials should convey expected student  
115 learning outcomes and goals. Instructional practices and assessment methods  
116 should be consistent with course goals.  
117

118 (c) Ongoing Professional Development as a Teacher: The candidate must show  
119 evidence of thoughtful, deliberate effort to improve teaching effectiveness.  
120 These efforts should be described in the narrative, as required in the university  
121 and college RTP policies.  
122

123 (d) Ongoing Professional Development in the Discipline: The candidate must  
124 have remained current in the discipline, as indicated by activities such as those  
125 described in the university and college RTP policies. Relevant activities must  
126 be described by the candidate in the narrative and supported by documentation  
127 in the file.  
128

129 (e) Other criteria include development of new curricula; development of  
130 innovative course materials or teaching approaches; publications or  
131 presentations at professional meetings regarding such innovations; publication  
132 of a textbook; conducting assessment of one's instructional effectiveness in  
133 order to improve instruction; mentoring research of students from high schools,

134 other colleges, or universities; recruitment and retention activities; or other  
135 activities that lead to an enhancement of teaching effectiveness.

136  
137 3. Ranking: The following criteria for the ranking of a candidate in instruction and in  
138 instructionally related activities apply:

139  
140 (a) To be judged competent, a candidate for any action must be effective in  
141 instruction and instructionally related activities, based on the criteria specified  
142 above.

143  
144 (b) To be judged excellent, a candidate for tenure or promotion to associate  
145 professor must be effective in instruction and instructionally related activities  
146 and must, in addition, successfully complete one or more of the activities in the  
147 following list. To be judged excellent, a candidate for promotion to professor  
148 must be effective in instruction and instructionally related activities and must  
149 successfully complete two or more of the activities in the following list.

- 150  
151 i. Exemplary performance in classroom or field instruction that is judged  
152 by the RTP committee to be significantly beyond the standards for  
153 effectiveness normally expected from faculty.  
154 ii. Significant revisions of existing courses.  
155 iii. Development of new courses or programs.  
156 iv. Exemplary participation in the supervision of undergraduate or  
157 graduate research.  
158 v. Acquisition of funding for instructional projects that lead to curriculum  
159 enhancement and innovation.  
160 vi. Development of innovative curricular materials for use beyond the  
161 candidate's own teaching.  
162 vii. Authorship of a textbook.  
163 viii. Publication of pedagogical peer-reviewed journal article(s).

164  
165 (c) A candidate for any action will be ranked as deficient if the minimum  
166 requirements for the competent level have not been met.

167  
168 B. Research, Scholarly and Creative Activities (RSCA)

169  
170 Given the department's mission, faculty members are expected to conduct scholarly  
171 research on an ongoing basis, and all candidates for tenure or promotion are required  
172 to have a record of publication that provides evidence of 1) the quality of their  
173 scholarly activity and 2) a sustained research program. The department RTP  
174 committee will evaluate both the quantity and quality of the completed contributions  
175 submitted, as well as the extent of the candidate's contribution in the case of multi-  
176 authored products.

177

178 1. Evaluation: Evaluation of the candidate's scholarly and creative work will be  
179 based on an examination of (1) copies of all papers and abstracts from the period of  
180 evaluation; (2) copies of all grant proposals and reviewer's comments of  
181 unsuccessful proposals from the period of evaluation if included in the file by the  
182 candidate; (3) a narrative submitted by the candidate describing the overall goals and  
183 progress of the scholarly research, the nature of student involvement in the research  
184 program, and the candidate's professional development; and (4) written comments  
185 submitted to the file. The narrative must identify the specific extent of the candidate's  
186 participation in any jointly authored activities and the proportion of work performed  
187 during the review period.  
188

189 In evaluating the candidate's record, the department RTP committee will refer to the  
190 criteria given in section 2 below. These criteria are intended to give the candidate an  
191 idea of the relative value of different types of contributions but are not complete or  
192 comprehensive. Contributions not explicitly covered by the criteria must still be  
193 considered by the department RTP committee in its final evaluation of the candidate.  
194 Completed contributions will be valued most highly by the department RTP  
195 committee (e.g., published papers, manuscripts unconditionally accepted for  
196 publication by the editor of a journal, grant moneys awarded). The candidate must  
197 provide evidence that the contribution is completed. The criteria provide guidelines  
198 to the candidate concerning requirements for the action sought. The candidate's  
199 record must provide evidence that the research is likely to continue.  
200

201 2. Ranking: The following criteria for the ranking of a candidate in RSCA apply:  
202

203 (a) For tenure and promotion to associate professor: To be judged competent in  
204 RSCA, there must be clear evidence of ongoing research, conducted to a  
205 substantial degree while a faculty member at CSULB, in which the candidate has  
206 a major responsibility. Candidates for tenure must have an independent research  
207 program that results in at least two peer-reviewed publications of hitherto  
208 unpublished work in which the candidate is identified as a senior investigator.  
209 Senior investigator is defined as a co-author or senior author where her/his  
210 contribution to the project's conception, data gathering, and conclusions were  
211 critical to the publication of the project.  
212

213 At least one of these must be a substantial publication, such as a research paper,  
214 monograph chapter, or similar product (not an abstract or a note) in which the  
215 candidate is the senior author and primary originator of the investigation and its  
216 ideas, has carried out a substantial portion of the data gathering and interpretation  
217 at CSULB, and has developed the scientific conclusions for the project. The RTP  
218 file must contain evidence to support the candidate's role in the publication and  
219 the underlying project.  
220

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222

223 The candidate must have obtained external funding to support research, or have  
224 demonstrated serious and sustained efforts to obtain external funding, as  
225 evidenced by multiple submissions of high quality proposals. The involvement of  
226 students in ongoing research is also required, particularly at the graduate level.  
227 Attendance and presentation of research results at professional society meetings  
228 are required for tenure and promotion to associate professor.

229  
230 (b) To be judged excellent in RSCA, a candidate for tenure and promotion to  
231 associate professor must have made substantial additional contributions from the  
232 following list:

- 233  
234 i. at least one additional peer-reviewed original publication in which the  
235 candidate is the primary originator of the investigation and its ideas, has  
236 carried out a substantial portion of the data interpretation, and has developed  
237 the conclusions of the project.  
238 ii. the acquisition via peer review of substantial external funding for research  
239 or instrumentation.  
240 iii. a substantial body of research contributions that the RTP committee  
241 deems equivalent in quality and scope to one of the first two items (i and ii).  
242 These contributions must be documented in detail in the RTP file.

243  
244 (c) A candidate for tenure and promotion to associate professor will be ranked as  
245 deficient if the requirements for the competent level have not been met.

246  
247 (d) For promotion to professor: For a rating of competent in RSCA, there must be  
248 clear evidence of ongoing research conducted to a substantial degree at CSULB  
249 since the last promotion in which the candidate has a major responsibility. In  
250 particular, the candidate must have published a substantial, peer-reviewed body of  
251 hitherto unpublished work since promotion to (or appointment as) associate  
252 professor, such as research papers, monograph chapters, or similar products (not  
253 abstracts or notes) in which the candidate is the primary originator of the  
254 investigations and their ideas, has carried out a substantial portion of the data  
255 gathering and interpretation, and has developed the conclusions of the projects.  
256 The RTP file must contain evidence to support the candidate's role in the  
257 publications and the underlying projects. Candidates for professor must have  
258 served as thesis advisor for at least one master's student through the completion of  
259 that student's thesis. The candidate must have continued substantial attempts to  
260 obtain external funding since promotion to (or appointment as) associate  
261 professor. Continued attendance and presentation of research results at  
262 professional society meetings is mandatory for promotion to professor. These  
263 contributions must be documented in the candidate's RTP file.

264  
265 (e) For a rating of excellent in RSCA, the candidate for promotion to professor  
266 must have made substantial contributions beyond those enumerated above for a  
267 ranking of competent. These include contributions from the following categories:

- 268  
269 i. peer-reviewed original publications in which the candidate is the primary  
270 originator of the investigation and its ideas, has carried out a substantial  
271 portion of the data interpretation, and has developed the scientific  
272 conclusions for the project;  
273 ii. substantial research-supportive external funding; and  
274 iii. a substantial body of research contributions that the RTP committee  
275 deems equivalent in quality and scope to one of the first two items (i and ii).  
276 These contributions must be documented in detail in the RTP file.

277  
278 (f) A candidate for professor will be ranked as deficient if the requirements for the  
279 competent level have not been met.

280  
281 C. Service

282  
283 Service to the local, national, and international community can provide examples for the  
284 classroom and experiences that broaden and deepen scholarly and creative activities.  
285 Community service promotes the goals of the university by extending learning into the  
286 community. Service to professional and academic organizations provides opportunities to  
287 share ideas; to communicate and express scholarly and creative activities; and to learn  
288 and develop teaching skills, materials, and methods. Shared governance is an important  
289 aspect of maintaining an open environment in the academy and encouraging the pursuit of  
290 truth and knowledge. Shared governance depends on active faculty involvement in  
291 university service.

292  
293 1. General Criteria. All faculty members must participate actively in the processes  
294 of faculty governance and in the activities of professional organizations. University  
295 service for faculty members who have not yet become tenured or associate  
296 professors will normally be at the departmental level; candidates at this stage should  
297 focus on developing professional service. For promotion to professor faculty  
298 members are expected to enhance their service achievements with active  
299 involvement on committees at all levels of the university system. The degree and  
300 quality of involvement of that service is the primary consideration. Authorship of  
301 documents, reports and other materials pertinent to the university, college, or  
302 department missions or procedures may comprise a service contribution. Sponsoring  
303 student groups and participating in educational equity programs are also service  
304 contributions.

305  
306 In addition to campus governance activities, faculty members must participate in  
307 service to professional organizations and in professionally related activities at local,  
308 state, national, or international levels through such discipline-oriented activities as  
309 committees, workshops, speeches, talks at local schools, media interviews, serving  
310 as convener or chair of sessions conducted at regional, national and international  
311 meetings or congresses, or by serving as an editor of books or special editions of  
312 peer-reviewed journals. Service to the community may also include consulting for

313 schools, local governments, industry, and community service organizations. Service  
314 contributions based on consulting shall be evaluated on the basis of the  
315 contributions to the mission of the university and particularly to the Department of  
316 Geological Sciences. Paid consultancies shall not normally count toward service.  
317 Assessment of the service to both the university and community shall be based on  
318 information described in the candidate's narrative, as well as on supporting evidence,  
319 which may include, but shall not be limited to, letters of invitation, memoranda  
320 acknowledging the quality of the contribution, or printed programs. Meaningful  
321 service must be clearly related to the mission of the university.

322  
323 2. Ranking: The following criteria for the ranking of a candidate in service apply:

324  
325 (a) To be judged competent a candidate for tenure and promotion to associate  
326 professor must meet the requirements of actively participating in department  
327 meetings; professional service to the discipline is also expected.

328  
329 (b) To be judged excellent a candidate for tenure and promotion to associate  
330 professor must exceed the requirements for a competent rating by carrying out  
331 additional significant activities at the department, college/university, and  
332 professional levels.

333  
334 (c) To be judged competent a candidate for promotion to professor must have a  
335 level of service that has increased substantially both in depth, in terms of overall  
336 commitment, and breadth, in terms of active university service outside the  
337 department, since promotion or appointment to associate professor. Involvement  
338 in professional society activities should also have increased substantially during  
339 the period of review.

340  
341 (d) To be judged excellent in service a candidate for promotion to professor must  
342 have an extensive active service record that includes multiple leadership roles,  
343 such as chairing critical college or university councils/committees, organizing  
344 professional conference sessions, and serving as officers in professional societies.

345  
346  
347 (e) A candidate for any action will be ranked as deficient in service if the  
348 requirements for the competent level for that action have not been met.

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354 IV. Reappointment

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356 The successful candidate will have shown significant progress toward meeting requirements for  
357 tenure; probationary faculty must show evidence of a strong commitment to teaching and

358 instructionally related activities and to a program of scholarly and creative activities. By the time  
359 of review for reappointment, probationary faculty shall present evidence that they have begun  
360 work toward fulfilling criteria in all three areas of evaluations.

361

362 V. Amendments

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364 A. Method of Proposal

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366 Amendments may be proposed by submitting same to the department with the signatures  
367 of any three tenured/probationary faculty members of the department.

368

369 B. Notification

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371 Written notification to all tenured/probationary faculty members of the department must be  
372 made at least 10 days prior to the submitting of the amendment to the tenured/probationary  
373 faculty for a vote.

374

375 C. Voting

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377 Approval by a majority of tenured/probationary faculty members of the department is  
378 required for amending this policy. Voting shall be by secret ballot. Subsequent approval of  
379 the CNSM Council, the CNSM dean, and the university provost is also required.

380