

California State University, Long Beach

DEPARTMENTAL RETENTION, TENURE AND/OR PROMOTION
EVALUATION AND RECOMMENDATION FORM

ACADEMIC YEAR _____

COLLEGE OF LIBERAL ARTS

(Candidate's Name)

(Department)

Consideration for (check appropriate designation):
 Retention Tenure Promotion

5/9/97
Revised
11-5-02,
8-Sep-04

Candidate's Name

Department Retention, Tenure and/or Promotion
Evaluation and Recommendation Form
COLLEGE OF LIBERAL ARTS
(Use additional sheets as appropriate)

The DEPARTMENT RTP COMMITTEE (not the faculty member) should present here and on the following pages a clear and succinct summary of the major activities and achievements of the faculty member, which are deemed of major importance by the Department. For retention, tenure, or initial promotion, include activities since the beginning of the probationary period (including prior service credit.) For subsequent candidates for promotion, include activities since the last promotion at CSULB. The amount of space provided for each item is not necessarily indicative of the expected length of the comments/evaluations to be provided.

I. NATURE OF ACADEMIC ASSIGNMENT:

- A. Indicate courses taught and areas of special competence, teaching assignments by semester, new preparations (INCLUDE DESCRIPTION OF NATURE AND SCOPE OF OTHER ASSIGNMENTS DURING THE PERIOD UNDER REVIEW, AS APPLICABLE).

Candidate's Name

II. INSTRUCTION AND INSTRUCTIONALLY RELATED ACTIVITIES

A. Essential Criteria: Department RTP Committee Peer Evaluation of Effectiveness in Instruction and Instructionally Related Activities (Evaluate the candidate's effectiveness in terms of the dimensions indicated below. PLEASE DESCRIBE THE BASIS FOR THIS EVALUATION -- e.g., evidence considered, methods of evaluation.)

1. Pedagogical Approach and Method

(a) Evaluate improvement and maintenance of student learning; assess breadth and level of course coverage relative to the College catalogue and documents submitted for course approval; grade distributions; methods of student assessment; approaches and means to assure that grades reflect work done by the student; and the basis for evaluating the culminating knowledge and skills of the student.

(b) Evaluate instructional methods and materials; appropriateness of instructional methods; reasons for choices of learning goals and instructional methods; currency of course material; and the clarity of the explanation in course syllabi of grading standards and policies. learning goals, purpose of the course and relationship to the major and general education, and course requirements (schedule assignments, exams, etc.)

Candidate's Name

(b) Other Student Input (including written comments by students)

(c) Analysis of Student Evaluation Data: Evaluate the student evaluation scores, and written comments by students. "Favorable comparison" of the candidate to the Department, College and University does not mean "higher than", but is based upon and tempered by a matrix of information. The comparison of the candidate to the Department, College and University shall consider the written remarks on the student evaluation forms, improving and maintaining student learning, learning assessment, the extent of the teaching assignment (as measured by number of new preparations, number of sections, and total number of students in all sections), class characteristics (such as the level, class size, class meeting time, whether elective or required, General Education), experimentation by the candidate to improve teaching effectiveness, the candidate's cumulative teaching experience, and trends over time. The evaluation shall include the entire distribution, not just the averages.

3. Peer Evaluation by the Department RTP Committee (address clarity, communication with students, student interaction, effectiveness of use of classroom time, and focus on course materials. The approach to classroom instruction shall be evaluated in the context of the course objectives on the syllabus and the candidate's written narrative. (Any inadequacies shall be noted with suggestions for improvement.)

Candidate's Name

4. Ongoing Professional Development as a Teacher (include evaluation of the candidate's narrative and evidence in the file for thoughtful, deliberate effort to produce continuous improvement. Consider such evidence as: peer classroom visits; the candidate's solicited comments from faculty colleagues and students; maintaining and when necessary strengthening standards of student assessment.)

5. Evaluate Ongoing Professional Development in the Discipline All candidates are expected to keep abreast of discipline developments (e.g. conference participation, reading new publications, interaction with colleagues; if useful the Department RTP Committee may assess incorporation of the candidate's scholarly and creative activities into the classroom and course materials, evidence of the candidate's scholarly activities in teaching methods, and student participation in the candidate's scholarly and creative activities.)

6. Evaluate evidence of the quality of student teacher supervision if part of the teaching assignment of the candidate. Evaluate quality of advising if part of the assignment of the candidate.

Candidate's Name

B. Enhancing Criteria

1. Evaluate Teacher-Scholar Teaching Activities (Classroom use of the candidate's scholarly and creative activities, especially peer-reviewed publications or concepts therein, by faculty in courses at CSULB and elsewhere; publication of widely adopted textbooks; peer-reviewed publication on teaching outcomes and processes; peer-reviewed publications jointly authored with students; reference or citation to the candidate's publications in widely adopted textbooks, supervision of students leading to peer-reviewed publications by the students; research projects with students and supervision of student research or theses; achievements of previous students that the former students themselves attribute in writing to the candidate).

2. Evaluate Enhancing Teaching Activities (illustrate examples; development of innovative teaching approaches; exemplary ways of fostering student learning; outside classroom involvement including academic advising, field trips, student mentoring, support of student organizations, recruitment and retention activities; development of new curriculum, instructional programs or materials; self-assessment of instructional activities; offering teaching colloquia or pedagogical workshops).

Candidate's Name

III. SCHOLARLY AND CREATIVE ACHIEVEMENT

EVALUATE ONLY THOSE ACTIVITIES SINCE BEGINNING OF PROBATIONARY PERIOD OR SINCE DATE OF LAST PROMOTION. **FOR RETENTION, TENURE, OR INITIAL PROMOTION, INCLUDE ACTIVITIES SINCE THE BEGINNING OF THE PROBATIONARY PERIOD (INCLUDING PRIOR SERVICE CREDIT.) FOR SUBSEQUENT CANDIDATES FOR PROMOTION, INCLUDE ACTIVITIES SINCE THE LAST PROMOTION AT CSULB** (For promotion consideration, no material prior to the date of last promotion is to be included in the file for evaluation.) **ACTIVITIES ARE TO BE EVALUATED RATHER THAN JUST LISTED.** Copies or abstracts of all materials cited are to be included in the candidate's RTP file.

A. Essential Criteria

1. Evaluation of Peer-Reviewed Publications or Creative Productions. (Full citations are required for each publication listed. Citations shall also indicate whether the materials are juried, refereed, invited, or externally reviewed. Include a description of jurying or refereeing process of the publisher or journal. In addition, the standing of the publisher, journal, or exhibition shall be stated -- e.g., a major or minor publisher or journal. Evidence of the acceptance rate of journals is useful. Evaluate the quality and significance of the achievement.)

Candidate's Name

2. Evaluation of ongoing scholarly and creative activities and progression of achievements (reports to granting agencies, papers presented before peers or at professional conferences; working papers; and submitted manuscripts.) Evaluate the standing of the professional association, professional meeting, or professional performance.

Candidate's Name

B. Enhancing Criteria. Enhancing criteria require a combination of a substantial record of peer-reviewed publication, and professional recognition of the quality of the publications.

Examples include:

- Non-refereed journal publications such as invited papers, comments and replies, book reviews.
- Invitation (e.g. to present papers).
- Citations (number of citations to the candidate's publications, as evidenced in the Social Science Citation Index, the Science Citation Index, and the Humanities and Arts Citation Index).
- Extramural Letters (especially from recognized leaders in the discipline that evaluate the scholarly contributions of the candidate).
- Appointments to editorial positions with recognized journals.
- Referee and Review Assignments (selection to review personnel cases for faculty at other universities, appointments to selection panels for contracts or grants, and journal referee assignments).
- Research reports to CSU Administrative Units (statewide or local) concerning such activities on campuses as student assessment and advising, as well as faculty development, governance, and supported research (include a description of the jurying or refereeing process of the administrative body, or granting agency.) Evaluate the importance of the recognition (e.g., status of funding organization, university unit).

Candidate's Name

IV. SERVICE

A. Evaluation of Collegial Participation and/or Leadership in Department, College, and/or University Service. Cite specific significant accomplishments. Include evaluation of evidence indicating the quality of such service (i.e., authorship of reports, ideas and programs implemented, duties as an officer, organizing campus conferences/speakers, work with student organizations, involvement in special university programs, participation in campus/community collaborative projects and programs, and other campus activity.)

B. Evaluation of Service to professional and academic organizations (e.g., organizing sessions at conference, serving on boards and committees, serving as a discussant of presented papers, and serving on panels to review programs at other universities).

C. Evaluation of Service to local, regional, state, national, and international communities, including serving in an advisory capacity, and presentations to non-academic organizations. Explain the nature of the service in the context of the discipline and the missions of the University and Department, relating the service to the academic expertise of the candidate. (Include evaluation of evidence indicating the quality of such service. Cite significant service or activities and how service brought beneficial recognition to the University.)

Candidate's Name

V. DEPARTMENT RECOMMENDATION: The Department Committee should state here its evaluation of the faculty member's achievements and activities since date of appointment to probationary service or since last promotion. THE STATEMENT SHOULD NOT SUMMARIZE THE CANDIDATE'S ACTIVITIES, BUT EXPRESS THE COMMITTEE'S JUDGMENT OF THE QUALITY AND SIGNIFICANCE OF THE CANDIDATE'S PERFORMANCE AND CONTRIBUTIONS IN RELATION TO THE DEPARTMENT'S CRITERIA FOR RETENTION, TENURE, AND/OR PROMOTION, AS APPROPRIATE.

