

**DEPARTMENT OF CIVIL ENGINEERING AND
CONSTRUCTION ENGINEERING MANAGEMENT
COLLEGE OF ENGINEERING
REAPPOINTMENT, TENURE, AND PROMOTION (RTP) POLICY**

1. Introduction

This document is the Department of Civil Engineering and Construction Engineering Management (CECEM) policy for reappointment, tenure and promotion (RTP). This policy was developed in accordance with the University RTP Policy (PS 23-24) and the College of Engineering RTP Policy, which govern and supersede the department policy. Therefore, the department policy is limited to providing a more detailed description of the requirements and, if necessary, additional assessment criteria deemed essential by the department. The department policy at no time will, explicitly or implicitly, abate the requirements approved by the College or the University.

The aim of the RTP process is to evaluate the professional development of each faculty in the three core areas of instruction and instructionally-related activities; research, scholarly and creative activities; and service. The review procedure should also be used as an instrument to encourage continuous improvement and professional growth at each step of the RTP process. Finally, the central thrust of the faculty review should be on the quality of performance, with measurable effects on academic and professional growth.

1.1 Guiding Principles and Preamble

The faculty members are dedicated to the mission and goals of the CECEM Department as described in three components as follows:

- The first component of the mission is to provide both students and the community with educational and collaborative opportunities to allow us to address the grand challenges to our society. To provide students with an educational experience that prepares them for success in their career and society, the faculty members of the CECEM Department are expected to deliver high-quality instruction and produce an innovative and practical idea that continually improves teaching and learning.
- The second component of the mission is to provide students with opportunities to address societal challenges through innovative and practical research and collaboration. Thus, the faculty members are expected to conduct original and/or applied research that contributes to new knowledge domain and innovative practices, to publish and present scholarly and creative works that advance the fields of civil engineering, construction management, and/or environmental engineering. The faculty members are also expected to provide opportunities for students to participate in RSCA with faculty, while seeking internal and external funding from public and/or private sources in support of the CECEM Department's mission.
- The last component of the mission is to contribute to the community and help prepare students for careers in civil engineering, construction management, and/or environmental engineering. Thus, the faculty members are expected to actively serve student activities and take appropriate leadership roles in the department committees, profession, and/or community.

The CECEM Department RTP Policy supports a diverse range of emphasis and expertise in faculty assignments, recognizing that the department's mission and goals are best achieved when each faculty member maximizes their unique strengths and contributions, which may vary by area and focus.

2. RTP Areas of Evaluation and Review

Faculty shall be evaluated in the following areas:

- Instruction and instructionally-related activities
- Research, scholarly, and creative activities (RSCA)
- Service

2.1 Instructional Activities

The CECEM Department recognizes and endorses the criteria for evaluation of teaching per Section of 2.1 Instructional Activities of the College RTP Policy.

The standard of Teaching Effectiveness of a candidate for reappointment, tenure, and promotion shall be evaluated. This Department RTP Policy acknowledges that there is a wide range of activities that complement, fulfill, and enhance a candidate's file in the area of instructional activities. The list below is solely meant to be illustrative and the CECEM Department does not expect the candidate to engage in all the examples listed therein. Additionally, the list is neither ordered by priority nor exhaustive of the possibilities that may be considered.

- Well-versed in subject matter/field and integration of current and emerging topics in existing and/or new courses (e.g., course improvement and/or course development, and teaching lab upgrade and/or development)
- Effective organization and presentation of course material with demonstrated positive student learning outcomes
- Establishing pedagogical objectives that are appropriate for the course level (e.g., lower division, upper division, graduate), format (e.g., lecture, laboratory, etc.), and ABET and ACCE SLOs where applicable in the syllabi and assessment reports
- Teaching evaluations (e.g., student-perceptions-of-teaching (SPOT) scores, trends, GPA norms, comments, etc.)
- Participation in improving teaching practice/pedagogy (e.g., attending workshops, continuing education courses, etc.)
- Participation in the direct supervision of student research and/or projects
- Demonstration of effectiveness in teaching multiple courses in the domain of candidate's expertise and area of emphasis
- Inspiring student interest in the importance of the field and guiding students to perform complex work
- Creating and/or implementing effective course assignments and/or other course materials per ABET and ACCE standards
- Demonstration of innovative approaches in the classroom
- Contributing questions and scoring them for the M.S. comprehensive exam
- Excellence in teaching awards

Both candidates and evaluators should assess instructional activities with a focus on their quality and impact. Evaluators must not rely solely on student-perceptions-of-teaching (SPOT) forms or course GPA as evidence of teaching effectiveness. Note that candidates must disclose and describe any instructional activities for which they receive reassigned time.

2.2 Research, Scholarly, and Creative Activities (RSCA)

Research, scholarly, and creative activities (RSCA) are essential to achieve the department mission. The faculty members shall seek the continuous and sustained efforts of their RSCA program and develop ongoing research programs in the candidate's area of expertise. Given the department's mission, candidates are expected to conduct scholarly research on an ongoing basis with focal points of discovery, integration, application or engagement, teaching and learning, and research recognitions and collaborations. The CECEM Department recognizes and endorses Section 2.2 of the College RTP policy for the acceptable evidence of RSCA demonstration and measure of success for reappointment, tenure, or promotion. The quality of the overall achievement of the candidate in the RSCA evaluation is paramount and should be provided by the candidates using the evidence through a peer review process and/or other means in the candidate's research community. In addition, the department's RSCA evaluation assesses research accomplishments and an ongoing research program that involves students.

The CECEM Department acknowledges that there is a wide range of activities that complement, fulfill, and enhance a candidate's file in the area of RSCA. The list below is solely meant to be illustrative and the CECEM Department does not expect the candidate to engage in all the examples listed therein. Additionally, the list is neither ordered by priority nor exhaustive of the possibilities that may be considered.

- High quality peer-reviewed works, including journal papers, conference papers, scholarly conference abstracts and presentations, technical reports in the area of expertise
- Published book chapters, white papers, technical reports, etc. that contribute to knowledge in the area of expertise
- Leadership in the authorship of the grants, publications, and presentations affiliated with CSULB
- Efforts and securing internal and/or external funding for research activities performed at CSULB
- Mentorship of students in research activities

- Student involvement as authors and/or co-authors of the journal publications, conference papers, conference presentations, etc.
- Research or professional activity that addresses important issues in the field and/or community
- Excellence in research awards

Both candidates and evaluators should assess RSCA with a focus on their quality and impact. Note that candidates must disclose and describe any scholarly or creative activities for which they receive reassigned time or additional compensation.

2.3 Service

The CECEM Department recognizes and endorses the criteria for evaluation of Service per Section of 2.3 SERVICE of the College RTP Policy. CECEM faculty are expected to demonstrate commitment to the mission and the goals of the department, College, University, community, and/or profession. Faculty contributions in service should be acknowledged and valued and not be diminished or considered less important than instruction and RSCA. Acceptable service activities may take both informal and formal forms within a structured role.

The Department acknowledges that there is a wide range of activities that complement, fulfill, and enhance a candidate's file in the area of service. The list below is solely meant to be illustrative and the CECEM Department does not expect the candidate to engage in all the examples listed therein. Additionally, the list is neither ordered by priority nor exhaustive of the possibilities that may be considered.

- Active participation and leadership in the Department, College, University, and/or CSU committees/task forces
- Oversight and maintenance of departmental labs and facilities
- Advising and/or engaging in student organizations as faculty advisors
- Advising and/or engaging in students' competitions as technical advisors
- Mentoring colleagues and/or students
- Participation in professional activities such as serving as a chair/organizer/convener of professional meetings, conference sessions, workshops, etc.
- Membership of professional/technical committees, task forces, etc.
- Leadership in professional societies
- Reviewer assignments for recognized professional/scholarly publications and/or ad hoc review/review panels for research grants calling for professional expertise
- Editorial assignments for recognized professional publications calling for professional expertise
- Participation and engagement in community activities, services, and/or board memberships
- Consulting with agencies in areas relevant to academic expertise
- Participation in media interviews in area of expertise
- Excellence in service awards

Both candidates and evaluators should assess service activities not only in terms of quantity but also with a focus on their quality, duration, and impact. Contribution to diversity, equity, inclusion, and access, both on campus and off campus, as well as supporting racial and social justice – including, but not limited to, the elimination of anti-Blackness – broadly should be acknowledged and valued.

As stated in section 2.3 of the University Policy, mentoring, advising, and outreach activities, including those caused by cultural and identity taxation, are particularly important for supporting underserved, first-generation, international, and/or underrepresented students. Although service activities like these may be difficult for candidates to document in conventional ways, evaluators should recognize their importance, and candidates should endeavor to describe and provide evidence of these activities. Note that candidates must disclose and describe whenever activities include reassigned time or compensation.

3. Responsibilities

As stated in Section 3 of the College RTP Policy.

4. Timelines for RTP Process

As stated in Section 4 of the College RTP Policy.

5. REAPPOINTMENT AND PROMOTION CRITERIA

5.1 Reappointment Consideration for Tenure-track Faculty

As stated in Section 5.1 of the College RTP Policy.

5.2 Awarding Tenure

As stated in Section 5.2 of the College RTP Policy.

5.3 Appointment/Promotion to Associate Professor

As stated in section 5.3 of the College RTP Policy.

5.4 Appointment/Promotion to Professor

Promotion to the rank of professor is the highest academic honor that the University awards to its own faculty and consequently the standards for evaluation are much higher than to associate professor. The candidate must substantially have exceeded the minimum contributions required for the rank of associate professor. Since promotion to Associate Professor, the individual should demonstrate continuing adherence to all of the standards as stated in sections 2.1-2.3 above, and in the College's RTP policy, in particular section 5.4.

5.5 Early Tenure or Early Promotion

As stated in Section 5.5 of the College RTP Policy.

6. Steps in the RTP Process

As stated in Section 6 of the University RTP Policy.

7. Additional Processes

As stated in Section 7 of the University RTP Policy.

8. Changes to CECEM RTP Policy

Changes to the CECEM RTP Policy may occur as a result of:

1. Changes in the CSU-CFA Collective Bargaining Agreement (CBA), as well as changes in the University and COE RTP Policy and/or procedures.
2. Amendments approved by the majority vote of the CECEM tenured and probationary faculty, and approval of the College Faculty Council, College Dean, and the Provost.

Amendments may be proposed either by the following:

1. A direct faculty action via petition from ten percent (10%) of the tenured and probationary faculty to the College Dean
2. By action of the Engineering Faculty Council (EFC)

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