I. Introduction

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

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

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

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

II. Responsibilities and Procedures

A. The Department Chair

The department chair shall be responsible for informing new faculty members of the standards of performance expected by the department and of the procedures to be followed in evaluating performance.
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
classes at multiple levels of coursework will be the most important activity considered in assessment of teaching. Supervision of laboratory sections of courses taught by others, mentoring CSULB students in research activities, and, when it is part of the candidate's assignment, advising will also be evaluated.

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

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

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

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

(e) Other criteria include development of new curricula; development of innovative course materials or teaching approaches; publications or presentations at professional meetings regarding such innovations; publication of a textbook; conducting assessment of one's instructional effectiveness in order to improve instruction; mentoring research of students from high schools,
other colleges, or universities; recruitment and retention activities; or other activities that lead to an enhancement of teaching effectiveness.

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

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

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

   i. Exemplary performance in classroom or field instruction that is judged by the RTP committee to be significantly beyond the standards for effectiveness normally expected from faculty.

   ii. Significant revisions of existing courses.

   iii. Development of new courses or programs.

   iv. Exemplary participation in the supervision of undergraduate or graduate research.

   v. Acquisition of funding for instructional projects that lead to curriculum enhancement and innovation.

   vi. Development of innovative curricular materials for use beyond the candidate’s own teaching.

   vii. Authorship of a textbook.

   viii. Publication of pedagogical peer-reviewed journal article(s).

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

B. Research, Scholarly and Creative Activities (RSCA)

Given the department’s mission, faculty members are expected to conduct scholarly research on an ongoing basis, and all candidates for tenure or promotion are required to have a record of publication that provides evidence of 1) the quality of their scholarly activity and 2) a sustained research program. The department RTP committee will evaluate both the quantity and quality of the completed contributions submitted, as well as the extent of the candidate's contribution in the case of multi-authored products.
1. **Evaluation:** Evaluation of the candidate's scholarly and creative work will be based on an examination of (1) copies of all papers and abstracts from the period of evaluation; (2) copies of all grant proposals and reviewer’s comments of unsuccessful proposals from the period of evaluation if included in the file by the candidate; (3) a narrative submitted by the candidate describing the overall goals and progress of the scholarly research, the nature of student involvement in the research program, and the candidate's professional development; and (4) written comments submitted to the file. The narrative must identify the specific extent of the candidate's participation in any jointly authored activities and the proportion of work performed during the review period.

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

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

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

At least one of these must be a substantial publication, such as a research paper, monograph chapter, or similar product (not an abstract or a note) in which the candidate is the senior author and primary originator of the investigation and its ideas, has carried out a substantial portion of the data gathering and interpretation at CSULB, and has developed the scientific conclusions for the project. The RTP file must contain evidence to support the candidate’s role in the publication and the underlying project.
The candidate must have obtained external funding to support research, or have demonstrated serious and sustained efforts to obtain external funding, as evidenced by multiple submissions of high quality proposals. The involvement of students in ongoing research is also required, particularly at the graduate level. Attendance and presentation of research results at professional society meetings are required for tenure and promotion to associate professor.

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

i. at least one additional peer-reviewed original publication in which the candidate is the primary originator of the investigation and its ideas, has carried out a substantial portion of the data interpretation, and has developed the conclusions of the project.

ii. the acquisition via peer review of substantial external funding for research or instrumentation.

iii. a substantial body of research contributions that the RTP committee deems equivalent in quality and scope to one of the first two items (i and ii). These contributions must be documented in detail in the RTP file.

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

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

(e) For a rating of excellent in RSCA, the candidate for promotion to professor must have made substantial contributions beyond those enumerated above for a ranking of competent. These include contributions from the following categories:
i. peer-reviewed original publications in which the candidate is the primary originator of the investigation and its ideas, has carried out a substantial portion of the data interpretation, and has developed the scientific conclusions for the project;

ii. substantial research-supportive external funding; and

iii. a substantial body of research contributions that the RTP committee deems equivalent in quality and scope to one of the first two items (i and ii). These contributions must be documented in detail in the RTP file.

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

C. Service

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

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

In addition to campus governance activities, faculty members must participate in service to professional organizations and in professionally related activities at local, state, national, or international levels through such discipline-oriented activities as committees, workshops, speeches, talks at local schools, media interviews, serving as convener or chair of sessions conducted at regional, national and international meetings or congresses, or by serving as an editor of books or special editions of peer-reviewed journals. Service to the community may also include consulting for
schools, local governments, industry, and community service organizations. Service contributions based on consulting shall be evaluated on the basis of the contributions to the mission of the university and particularly to the Department of Geological Sciences. Paid consultancies shall not normally count toward service. Assessment of the service to both the university and community shall be based on information described in the candidate's narrative, as well as on supporting evidence, which may include, but shall not be limited to, letters of invitation, memoranda acknowledging the quality of the contribution, or printed programs. Meaningful service must be clearly related to the mission of the university.

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

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

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

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

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

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

IV. Reappointment

The successful candidate will have shown significant progress toward meeting requirements for tenure; probationary faculty must show evidence of a strong commitment to teaching and
instructionally related activities and to a program of scholarly and creative activities. By the time of review for reappointment, probationary faculty shall present evidence that they have begun work toward fulfilling criteria in all three areas of evaluations.

V. Amendments

A. Method of Proposal

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

B. Notification

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

C. Voting

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