



Department Standards Approval Sheet

Process:

- a) Department votes, if approved, Department Chair/Director submits to College Dean for review and approval;
- b) College Dean reviews, consults with Department Chair/Director regarding questions/ issues, then forwards Dean approved document to OAPL for review;
- c) OAPL reviews for compliance with CBA/FPPP, consults with dean, then forwards OAPL approved document to Provost for approval;
- d) Provost reviews and approves, recommending changes if necessary, then returns approved document to OAPL.
- e) OAPL adds *Provost Approved Date* footnote to page 1 of document:
 - a. Uploads document to OAPL website,
 - b. Informs Dean and Department Chair/Director of approval with link to OAPL website location,
 - c. Emails Department Standards Approval Sheet to Department Chair for completion.

Approvals:

Chair/Director: Todd Greene Date: March 18, 2021

Dean: David M. Hassenzahl Date: March 18, 2021

OAPL: _____ Date: Sept. 7, 2021

Provost: _____ Date: _____

STANDARDS AND OPERATING PROCEDURES FOR EVALUATION OF FACULTY

DEPARTMENT OF GEOLOGICAL AND ENVIRONMENTAL SCIENCES PERSONNEL COMMITTEE

**Revised February 2021
Approved September 7, 2021**

I. STRUCTURE OF THE GEOLOGICAL AND ENVIRONMENTAL SCIENCES PERSONNEL COMMITTEE

- The Department of Geological and Environmental Sciences (Department) Personnel Committee (Committee) will be constituted according to all appropriate guidelines and regulations that include, but are not limited to, the CBA (Collective Bargaining Agreement) and FPPP (Faculty Personnel Policies and Procedures) documents, and will be responsible for reports and recommendations regarding the Retention, Tenure and Promotion (RTP) of faculty at the Department Committee level.
- The membership of the Committee will consist of three or five members. Eligibility for membership on the Committee will be determined in accordance with the FPPP. The Department Chair may elect to serve on the Committee or as a separate level of review.
- Faculty members who are serving on the College Personnel Committee may not serve on the Department Personnel Committee
- If a committee member goes on leave during the academic year, the Department Chair may appoint a substitute Faculty Member
- The Committee will be assisted by other members of the faculty in carrying out class visits, but the Committee will have the responsibility of drafting the final reports.

II. PROCEDURES

- The Committee will operate under, and be knowledgeable of, all appropriate guidelines and regulations that include, but are not limited to, the appropriate CBA articles and FPPP sections.
- The Committee will meet and select a Committee chair.
- A quorum consisting of a majority must be present in order for the Committee to conduct business.
- When the Committee meets to vote on the reports and recommendations, all members must vote, either in person or by proxy. Should a member abstain from voting, the member shall submit a written reason for the abstention.
- In RTP matters, the Committee will follow the procedures and the special criteria established by and approved for the Department. In the event of any inconsistency

between this document and the FPPP or the CBA, the FPPP and/or the CBA will take precedence.

- At least one tenured colleague of equal or greater rank will make a classroom visit for each RTP candidate. The Department Chair may also visit if serving at an independent level of review. The College Dean may also make a classroom visit. A written report of each visit will become a part of the personnel file of the candidate. Because an Effective rating in the area of instruction is essential to promotion and tenure, the candidate may request additional mentoring class visits and will have the option of requesting a written visit report be placed in the Working Personnel Action File (WPAF).
- Periodic evaluations and performance reviews will cover the period since the faculty member's date of appointment. For summer or fall appointments, period of review will begin on May 31st in the academic year preceding the appointment. Spring appointments will begin on the date of appointment. All faculty members' evaluations and performance reviews will include work that is part of a service credit year or years and other granted credits. .
- All Committee members will examine the WPAF of each candidate. In accordance with the applicable article in the FPPP and the criteria and standards set forth in the Department RTP document, the committee's report will include a written evaluation of the evidence contained in the WPAF. **The Committee will evaluate candidates based upon the quality, quantity and continuity of their performance as a faculty member within the Department.**
- Because the Committee's report can only be based upon evidence contained within the WPAF, the Committee will assist the candidate (as per FPPP section 8.1.1.b) in making certain that the WPAF accurately reflects the full performance record. To ensure all necessary materials are included in the WPAF, the Committee will meet with the candidate after reviewing the WPAF but before closing the candidate's WPAF and writing its report. In this report, the Department defines evidence to be all material included in the WPAF.
- In the WPAF the candidate will assign each piece of evidence to **only** one of the three primary categories listed in the FPPP (Section 8.1.3.e.4): Instruction; Professional Growth and Achievement; and Service that Contributes to the Strategic Plans and Goals of the Department, College, University and Community (Service).
- The Department encourages faculty to engage in some activities that might reasonably be assigned to more than one category. However, in such instances it is the candidate's responsibility to make the assignment. In cases of ambiguity regarding the assignment of evidence to a particular category, the Department encourages the candidate to explain the rationale for the assignment. In such situations the candidate is encouraged to discuss the breadth of such activities and consider the possibility of splitting and considering it as multiple activities. For example, mentoring a student research project could be included under *Instruction*, but a co-authored publication or conference presentation resulting from the project might be included under *Professional Growth*.
- Written or electronic student questionnaire evaluations are required for all faculty unit employees who teach. All classes taught by each faculty unit employee shall have such student evaluations unless the President has approved a requirement to evaluate fewer

classes after consideration of the recommendations of appropriate faculty committee(s).

- Evaluation of temporary faculty will follow guidelines set forth in the CBA and FPPP.
- Before the end of the academic year, the Committee will review and update, if necessary, this RTP document and related materials. The department must approve any significant changes but this may be deferred to within the first 10 days of the next academic year.

III. CRITERIA AND STANDARDS FOR RETENTION, TENURE, AND PROMOTION

In each area of the performance review (*Instruction, Professional Growth and Achievement [PG & A], and Service that contributes to the Strategic Plans and Goals of the Department, College, University, and Community [Service]*) all reports conclude with a single-word summary evaluation, or *rating* (FPPP section 8): *Superior, Effective, Adequate* or *Inadequate*. Therefore, it is helpful to candidates and reviewers to specify ratings typically required to produce a recommendation for retention, tenure or promotion and the minimum work necessary to achieve a given rating.

The following table presents those ratings that are typically required for a positive recommendation for tenure or promotion. The remaining text of the RTP Criteria and Standards describes the work or activity that constitutes the minimum necessary to achieve a given rating.

	Instruction	PG & A	Service
Tenure	E	E	A
	E	A	E
	S	A	A
Promotion to Associate	S	E	E
	E	S	E
	E	E	S
	S	S	A
Promotion to Full	S	S	E
	S	E	S
	E	S	S

(S = *Superior*, E = *Effective*, A = *Adequate*)

Note that the candidate may focus their efforts in various ways to be recommended for tenure or promotion. **However; a candidate rated as *Inadequate* in any area will not be recommended for tenure or promotion.** Also note that a minimum rating of *Effective* in teaching is required for tenure or promotion (FPPP section 8).

In the 2nd and 4th years, probationary tenure-track faculty undergo a performance review for retention. Retention shall be awarded only to those whose performance

appears to afford them a reasonable possibility of obtaining tenure in due course (FPPP). The following table illustrates minimum ratings required for a positive recommendation for retention.

	Instruction	PG & A	Service
2 nd year retention	E	-	-
4 th year retention	E	A	A

Note that, for retention, probationary faculty should demonstrate **Effective** instruction (FPPP section 8). A Committee recommendation of retention for a faculty member whose evaluation in Instruction is not **Effective** must explicitly indicate in their report why they recommend retention in spite of this low evaluation and provide a concrete plan outlining how the candidate can improve their teaching to an effective level before the tenure decision.

As stated in the 2021-2022 FPPP, Section 10.5.1, “Tenure may be conferred earlier than the normal sixth year of employment.” The FPPP (Section 10.5) further clarifies that since ‘accelerated tenure or promotion’ is necessarily based on less evidence of performance than granted on a normal timeline, faculty are required to “meet a higher standard than they would for tenure granted on a normal timeline.”

The FPPP (Section 10.5.3) further clarifies that that the candidate must: (1) be rated Superior as defined in 10.3.4 in all three categories of evaluation: Instruction, Professional Growth and Achievement, Other Contributions to the University and Community; and (2) demonstrate the likelihood that this high level of performance will continue; and (3) have worked a minimum of one academic year under the conditions similar to their department’s typical full-time assignment. The College of Natural Sciences defines full-time assignment as a year without new faculty release AWTU.

Beyond simply rating the candidate and making the appropriate retention recommendation, it is particularly important that the Committee report give constructive guidance concerning the candidate’s progress toward tenure and promotion. In this same collegial spirit, the Department strongly recommends that at the conclusion of the entire review process the candidate requests to meet with the Committee and Department Chair to discuss and clarify issues regarding tenure and promotion. The Committee will inform each candidate of this recommendation at the scheduled candidate-committee meeting.

The Department of Geological and Environmental Sciences has attempted to quantify certain **typical** minima of activity in the three areas of activity: **Instruction, Professional Growth and Achievement, and Other Contributions to the University**. We strongly emphasize that these quantified minima are a *typical* set of achievements that a candidate **could** pursue, but that other achievements of equivalent value may stand in place of these minima. The purpose of the minima stated below is not to restrict the candidate’s range of

work, but to aid both the candidate and the Committee by providing **an example set** of achievements that would merit a positive recommendation for personnel action.

Upon request from a temporary faculty member, the personnel committee will evaluate eligible lecturers for a Range Elevation. (Refer to FPPP 8.3.a-d for eligibility, criteria, and procedures). The information below within the “Criteria for RANGE Elevation” only applies to lecturers with full-time or part-time instructional work assignments on a 15-unit base. For elevation to the RANGE of Lecturer B or above, the individual must have achieved professional growth and development since the initial appointment or last RANGE elevation, whichever is more recent. Professional growth and development for lecturer RANGE elevation eligibility is defined as teaching excellence and maintaining currency in the field, unless the faculty member’s work assignment includes duties in addition to teaching. Accumulated teaching experience alone is not considered “teaching excellence” sufficient for RANGE elevation.

Criteria for Range Elevation

A. To be considered for a range elevation, candidates must have had **Effective** or **Superior** teaching evaluations for the last three years as defined by the department’s Instruction guidelines. Range elevation will be recommended for candidates demonstrating teaching excellence and maintaining currency in the field as defined below.

B. The department defines teaching excellence and maintaining currency in the field as several (more than two) significant contributions or activities apart and distinct from the instructional assignments made by the department Chair. Such contributions or activities may include but are not limited to:

- i. Advising student organizations or discipline related clubs.
- ii. Academic advising in a specific professionally related area.
- iii. Curriculum and course development.
- iv. Service on department, college level or university level committees.
- v. Professional service related to the field of geology or environmental sciences.
- vi. Community service related to geology, environmental science, or the university.
- vii. Publication in a peer reviewed journal.
- viii. Presentation at a regional or national meeting.
- ix. Grant submission to a regional, state, or federal agency.
- x. Conduct extramurally funded research.
- xi. Recognition of teaching excellence by the department, college or university.
- xii. Mentoring student research.
- xiii. Addressing equity gaps in courses taught.
- xiv. Participation in EDI (Equity, Diversity, Inclusion) activities that promote cultural competence and/or increase opportunities for historically underserved (e.g., Black, Indigenous and people of color (BIPOC), first generation, foster youth, low-income, Dream) students.

1. Instruction:

*The department values faculty who demonstrate commitment to student learning by the energy, time and care that they devote to the creation and support of innovative, high-quality, student-centered learning environments. This commitment may be demonstrated in any or all of the three groups of courses: general education, service courses and Geological and Environmental Sciences degree programs. Evidence of this commitment is demonstrated by activities that lie in the following **instructional areas**:*

1. Established and maintained academically rigorous and effective classroom instruction.
2. Actively and continually participated in assessment of courses and programs.
3. Achieved success in significant additional instruction-related activities.

Because Instruction is central to the Department's mission, *all* faculty members under review must demonstrate **Effective** or **Superior** performance in Instruction to be recommended for tenure or promotion. A rating of **Adequate** will include specific guidance for improving Instruction.

For instructional area (1), the Committee shall consider and evaluate the following evidence for rigor and effectiveness in classroom instruction:

- Syllabi, assignments, exams and other course materials created by the instructor;
- Student evaluations of teaching (SET);
- Reports of class visits;
- Self-evaluation;
- Other evidence provided by the candidate such as samples of student work or written comments not included in the SETs.

To achieve a rating of **Effective** in **Instruction** in area (1), the evidence should indicate that the candidate

1. Maintains subject matter currency;
2. Designs courses in harmony with established research findings on the effectiveness of various teaching practices and inclusive pedagogy;
3. Sets high standards and communicates them to students;
4. Maintains a classroom environment conducive to diverse ways of learning;
5. Interacts with students in a respectful, helpful manner;
6. Facilitates active learning in the classroom or outside of it;
7. Provides prompt feedback on assignments;
8. Encourages students to work together.

For instructional area (2) the Committee shall consider and evaluate the following evidence for continued participation in assessment:

- Written responses to SET results and reports of class visits;
- Summaries of data collected and analyzed for course or program assessment purposes; this includes departmental and university-wide (e.g., general education) assessment efforts but can also include unofficial assessments initiated by the instructor;
- Evidence of improvements made to courses in response to assessment results.

To achieve an overall rating of **Effective** in **Instruction** in area (2), the evidence should indicate that the candidate

1. Takes action to address concerns that arise from SET results and reports of class visits;
2. Establishes and regularly assesses student learning goals for courses, analyzes the results, and implements improvements as warranted;
3. Contributes to program or general education assessment efforts;

For instructional area (3), the Committee shall consider and evaluate the following evidence for showing success in additional instruction-related activities:

- List of activities that clearly delineate dates and duties performed;
- List of supervised students;
- Evidence of improving courses such as syllabi, exercises, or exams;
- Other evidence provided by the candidate such as samples of student work or letters of support.

To achieve an overall rating of **Effective** in **Instruction** in area (3), the evidence should indicate that the candidate achieved success in one or more of the following:

- Chairing or serving on completed masters committees;
- Mentoring student research projects;
- Developing new courses or substantially improving existing courses;
- Supervising graduate teaching assistants;
- Developing and improving course materials for courses taught by multiple faculty;
- Teaching general education courses in particularly engaging ways, thus facilitating recruitment into department programs;
- Addressing equity gaps in courses taught;
- Actively participating in activities sponsored by student clubs;
- Other activity presented by the candidate that contributes to the area of instruction.

To achieve an overall rating of **Superior** in **Instruction**, the evidence should demonstrate that the candidate has exceeded the requirements for **Effective** rating in areas

(1) and (2). The evidence should also demonstrate that the candidate has achieved success in significant additional instruction-related activities (area 3).

Specific Criteria for Tenure and Promotion to Associate Professor or Range Elevation for Temporary Faculty

Achieving tenure and promotion to Associate Professor or range elevation for temporary faculty requires, at a minimum, an overall rating of *Effective* in Instruction, requiring at least a ranking of *Effective* in all three areas. Candidates for tenure and promotion to Associate Professor or range elevation for temporary faculty must have demonstrated consistent commitment to quality instruction over their entire period of review.

Specific Criteria for Promotion to Professor

In order to promote to Professor, a candidate must show continued improvement since the time of last promotion. At this career level, it is expected that the candidate has contributed significantly at the program level in instructional areas 2-3. A minimum ranking of *Effective* in area 1 is required for promotion to Professor.

2. Professional Growth and Achievement:

The department values faculty who are committed to expanding the body of scientific knowledge. This commitment can be expressed by (1) a consistent pattern of high quality research that involves students, (2) making and sharing scientific discoveries, (3) synthesizing and explaining scientific knowledge in new ways, (4) applying existing scientific knowledge, and (5) developing and testing novel ways to teach science to diverse populations. These activities are especially valued when they involve students and are aligned with one or more of the University's Strategic Priorities (i.e., Equity, Diversity & Inclusion; Resilient & Sustainable Systems; Civic & Global Engagement). A commitment to expanding the body of scientific knowledge can be demonstrated by a variety of different types of accomplishments.

Examples of Notable Scholarly Accomplishments

- Obtaining external research funding
- Authoring an article in a peer-reviewed publication
- Authoring a major report for a governmental agency
- Publishing a geologic map with a government agency or scientific society
- Authoring a chapter in a textbook
- Participating in organizing a national or regional scientific conference
- Development or distribution of significant intellectual property

Examples of Significant Scholarly Accomplishments

- Publishing an abstract and presenting a talk or poster at the meeting of a professional society
- Giving an invited lecture to a scientific audience

- Authoring an article in a publication that is not peer-reviewed
- Chairing a session at a scientific conference
- Organizing a K-16 teachers workshop/institute/talk
- Authoring a report for a governmental agency or scientific society
- Submitting a significant external grant proposal that is not funded
- Posting teaching materials online that are downloaded and used by instructors at other institutions
- Obtaining internal research funding
- Presenting a talk to a general audience
- Authoring a book, video, or software review

For all of the above types of accomplishments, the candidate must provide evidence that a significant portion of the effort took place after acceptance of a position at CSU Chico. For all peer-reviewed publications, the candidate must provide evidence for the impact of the publication on the community and for the rigor of the peer-review process. For publications with multiple authors, the candidate must provide evidence for their role in the research and writing effort. Finally, the candidate must provide evidence of consistent accomplishments across the period of review.

Specific Criteria for Tenure and Promotion to Associate Professor

Superior: Three “notable” scholarly accomplishments or two “notable” scholarly accomplishments and two or more “significant” or “other” scholarly accomplishments that, together, constitute the equivalent of one notable scholarly accomplishment.

Effective: Two “notable” scholarly accomplishments or one “notable” scholarly accomplishment and two or more “significant” or “other” scholarly accomplishments that, together, constitute the equivalent of one notable scholarly accomplishment.

Adequate: One “notable” scholarly accomplishments or two or more “significant” or “other” scholarly accomplishments that, together, constitute the equivalent of one notable scholarly accomplishment.

Specific Criteria for Promotion to Professor

Superior: Four “notable” scholarly accomplishments or two “notable” scholarly accomplishments and four or more “significant” or “other” scholarly accomplishments that, together, constitute the equivalent of two notable scholarly accomplishments. All of these accomplishments must fall within the time period of review.

Effective: Three “notable” scholarly accomplishments or one “notable” scholarly accomplishment and four or more “significant” or “other” scholarly accomplishments that,

together, constitute the equivalent of two notable scholarly accomplishment. All of these accomplishments must fall within the time period of review.

Adequate: Two “notable” scholarly accomplishments or four or more “significant” or “other” scholarly accomplishments that, together, constitute the equivalent of two notable scholarly accomplishment. All of these accomplishments fall within the time period of review.

Promotion to professor in the CSU requires demonstration of significant impact beyond the university (FPPP). Therefore, letters from scientists who are not CSU Chico faculty are recommended as evidence for such impact.

3. Service that contributes to the Strategic Plans of the Department/Unit, College, University, and Community (Service):

The department values faculty who work together and demonstrate a commitment to serving the department, college, university, and larger communities. Part of this commitment is mentoring students to advance their educational and personal growth. This commonly occurs outside of classroom instruction. Academic advising is expected of all faculty. Additional service may include advising of the Department student organization and facilitating internships. Evidence of this commitment to service is demonstrated by activities that lie in one or more of the following areas:

- Participation in governance at the departmental, college or university level
- Performance of departmental, college or university service
- Participation in EDI (Equity, Diversity, Inclusion) activities that promote cultural competence and/or increase opportunities for historically underserved (e.g., Black, Indigenous and people of color (BIPOC), first generation, foster youth, low-income, Dream) students.
- Participation in professional or community service organizations
- K-12 outreach and other community service
- Advising students
- Contributions aligned with Hispanic-Serving Institution (HSI), Accessible Technology or Basic Needs Initiative related priorities

The Department recognizes that all committees are not equivalent when it comes to workload, and that all committee members do not accomplish the same amount of work. *The committee must consider the quality, continuity and level of effort associated with any committee activity.* In addition, committees at any level vary greatly in time and effort required for members. It is in the candidate's interest to document workload on committees and/or document special responsibilities assumed.

The Department recognizes that a candidate may make significant service contributions to the university outside of a committee setting, e.g. service in the Academic Senate, as Department Chair or Liberal Studies advisor, or in K-12 outreach programs. In addition, the Department recognizes that a candidate may make significant service contributions that, while formally outside of the university, promote the department, college or university mission. Typically this work is within the community or a professional society. However, the candidate must still demonstrate service at the departmental *and* college levels.

Evidence to demonstrate service contributions include, for example:

1. Lists of committee assignments, dates, and responsibilities
2. Letters from outside sources acknowledging the candidate's service
3. Programs or notices from events noting the participation of the candidate
4. Data on the number of student advisees

Specific Criteria for Tenure and Promotion to Associate Professor

Superior rating: The candidate demonstrates a strong, consistent pattern of commitment in both time and quality to service to the University and community. This **could** include three of the following:

- Active service of 3 or more terms on standing or *ad hoc* significant departmental committees
- Active service of 2 or more terms on standing or *ad hoc* significant college or university committees
- Playing a key role on a significant departmental, college, or university committee
- Demonstrating a strong, consistent commitment to achieving excellence in academic advising
- Significant service to the broader community outside of the university

Effective rating: The candidate demonstrates a pattern of commitment in both time and quality to service to the University and Community. This **could** include at least two of the following:

- Active service of 2 or more terms on standing or *ad hoc* significant departmental committees
- Active service of 1 or more elected terms on standing or *ad hoc* significant college or university committees
- Playing a key role on a departmental, college, or university committee
- Demonstrating a consistent commitment to achieving excellence in academic advising
- Providing service to the broader community outside of the university

Adequate rating: The candidate demonstrates a commitment in both time and quality to service to the University and Community. This **could** include one of the following:

- Active service of 2 or more terms on standing or *ad hoc* departmental committees
- Active service of 1 or more terms on 1 standing or *ad hoc* college or university committee.

All faculty must advise students to receive the minimum of *Adequate* for Service.

Specific Criteria for Promotion to Professor

In order to promote to Professor, a candidate must show continued improvement since the time of last promotion. At this career level, it is expected that the candidate will serve the department by playing a key role on several committees and serves the greater community beyond the university. For consideration for promotion, the candidate must achieve a ranking of either **Effective** or **Superior**.

The rankings are based on the same criteria as listed for Tenure and Promotion to Associate Professor. All of the accomplishments must post-date promotion to Associate Professor. Promotion to Professor in the CSU requires demonstration of significant impact beyond the university (FPPP). Therefore, letters from individuals who are not affiliated with CSU Chico are recommended as evidence for such impact on service to the community.