Retention, Tenure, and Promotion Policy

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Approval Signature:	/s/

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I. OVERVIEW

The principles of academic freedom and their relationship to tenure are fundamental to our educational system. Those principles and tenure were established in order to insulate faculty members and their students from the repercussions of politics and political agendas inherent in many government institutions.

The implementation of academic freedom and tenure requires a high degree of trust between faculty and administrators and imposes a high degree of responsibility upon the faculty for whom it provides protection. Ultimately, faculty members are to be free from intrusive supervision so they may teach courses and conduct research, as they deem best. At the same time, however, they are responsible for pursuing excellence in teaching, teaching without bias, and reporting the results of research honestly and accurately.

The granting of tenure ensures academic freedom and, just as importantly, confers upon tenured faculty members the responsibility to continue to perform their duties at the same level of academic excellence they demonstrated and academic/professional development they achieved during their probationary period.

That which follows constitutes the policy of California State University Maritime Academy (Cal Maritime) concerning the retention, tenure, and promotion (RTP) of all members of the probationary and tenured faculty. This policy is designed to assure, within the policies of the Trustees of the California State University, that educational achievement will be recognized and rewarded, and that the quality of the faculty at Cal Maritime will be maintained at the highest possible level. This policy is organized by setting its goals, describing the methods by which evaluation criteria are applied, and describing the procedures to be followed in making retention, tenure and promotion recommendations.

This policy allows for flexibility in the university's approach to achieving the goals of the policy itself. Cal Maritime seeks excellence within its faculty and accordingly seeks flexibility in the criteria and processes by which individual faculty members demonstrate educational effectiveness in furtherance of Cal Maritime's mission. Thus, while all faculty members need not strictly conform to the same model, each candidate for retention, tenure, and promotion must clearly demonstrate appropriate levels of accomplishment within their academic assignment. Retention, tenure, and promotion recommendations are based on demonstrated achievement and educational effectiveness and are not automatic.

General retention, tenure, and promotion guidelines for Cal Maritime are detailed in Appendix J. Individual departments are expected, but not obliged, to issue Departmental Guidelines, which relate the professional standards and/or the scope of activities within a particular discipline to the university-wide policy. Such guidelines, once approved by the Department, shall follow the same approval path as the Senate RTP Policy. This is prescribed in section V. Approved Departmental Guidelines shall be appended to this policy in Appendix K.

No later than 14 days after the start of the semester, the Department Chair (or equivalent supervisor) shall provide each new Unit 3 faculty subject to this RTP Policy with a copy of this RTP Policy and any Departmental Guidelines in effect as of their appointment date.

The policies, procedures, and criteria described herein are intended to be in conformance with the current provisions of the Collective Bargaining Agreement (CBA) between the Trustees of the California State University and the California Faculty Association (CFA), and to other operative provisions of Title V of the California Administrative Code of Education. These policies, procedures, and criteria shall apply to all

recommendations relating to retention, tenure, and promotion. This policy supersedes all previous Cal Maritime policies on retention, tenure, and promotion and shall become effective upon acceptance by the Academic Senate and concurrence and approval by the President of the university. Should a conflict or inconsistency exist between this document and the Collective Bargaining Agreement, the CBA shall take precedence.

II. GOALS OF THE RTP PROCESS AND POLICY

Excellence in education is the university's primary goal. Achieving this goal is dependent, above all, upon the quality of the faculty. The university can provide an education of high quality only with faculty of high quality who themselves are committed to disciplinary and pedagogical currency and who have the capacity to contribute to the mission of the university.

A goal of this policy is to provide both recognition and encouragement of achievement for Cal Maritime faculty. The basic evaluation of a faculty member's potential, performance, and achievement shall be made by the faculty member's peers, both within and outside the faculty member's department.

Evaluations alone cannot ensure excellence in education. The goal of the evaluation process is to inform faculty members of assessment criteria, standards of excellence, and institutional expectations; to apprise them of their strengths and weaknesses; and to recognize those who have earned tenure or promotion for their achievements. To do this, the appropriate Academic Deans and Department Chairs shall arrange for regular meetings with individual faculty members, especially with probationary faculty, to discuss their performance, and if necessary, suggest possible means of improvement.

The university seeks a faculty who have achieved distinction both in their teaching and within their disciplines or professional communities. Developing a faculty with these qualities requires that we evaluate each other with certain standards of achievement in mind. These standards shall be defined by the Departmental Guidelines found in Appendix K of this document, which are in keeping with the requirements of this policy and are approved by the President.

III. POLICY REVIEW AND APPLICATION

A. RTP Policy Review
The RTP Policy will be reviewed for content and substance by the Senate RTP Committee on a five-year basis, unless otherwise requested by the President. The RTP Policy will be reviewed for contractual compliance by the Senate RTP Committee at each policy modification and any contract, side letter, or MOU renewal or revision. Additionally, if the results of CFA arbitration directly impacts the RTP practices on this campus, the CFA Chapter President will so notify the Academic Senate and review of all affected documents shall be conducted by the Senate RTP Committee to ensure compliance.

B. Departmental RTP Guideline Review
Departmental Guidelines, found in Appendix K, will be reviewed for content and substance by both the Department and the Senate RTP Committee on a five-year basis, unless otherwise requested by the Department and/or President. If no changes are needed, no further action is required and the Departmental Guidelines remain effective until the next review. Departmental RTP Guidelines will be reviewed for contractual compliance by both the Department and the Senate RTP Committee at each contract, side letter, or MOU renewal or revision. Additionally, if the results of CFA arbitration or grievance settlements

directly impact the Departmental Guidelines and/or practices, review of all affected documents shall be conducted by both the Department and the Senate RTP Committee to ensure compliance.

C. Application of Procedures and Guidelines

In keeping with the provisions of the Collective Bargaining Agreement, RTP procedures must remain constant once the annual review cycle has begun. The annual review cycle is considered begun on the date of the conclusion of the RTP Training session, as scheduled in the RTP Timeline, and ends when the President's decision is received by the involved candidate.

However, in order to maintain a predictable RTP Process, RTP guidelines, applications, expectations and interpretations should remain constant during a candidate's entire review period. For probationary faculty, the review period is the probationary period. For tenured faculty seeking promotion, the review period is the period of time at the current rank.

Faculty being considered for retention, tenure, and or promotion shall be reviewed in accordance with the guidelines and historical expectations, both institutionally and departmentally, in place at the start of the faculty member's review period. If the RTP Guidelines change during a candidate's review period, the faculty member under review may choose, via a written declaration submitted with the Working Personnel Action File (WPAF), to be evaluated according to the new guidelines.

IV. BASIC AREAS OF EVALUATION

Faculty performance and achievement are evaluated within three basic areas. Presupposing that a candidate for retention, tenure, or promotion possesses an appropriate terminal degree, the successful petitioner for retention, tenure, or promotion must demonstrate:

A. Teaching Effectiveness

The academic assignment of most members of the faculty consists primarily, but not exclusively, of teaching. For these members teaching effectiveness is the most important element to be considered during retention, tenure, or promotion evaluations completed at the university. Guidelines for evaluating effectiveness in one's teaching and teaching related activities are defined by the Departmental Guidelines found in Appendix K (or by the General Guidelines of Appendix J in the case that Departmental Guidelines do not exist).

B. Service to the University and Academic Community

Academic assignments of the teaching faculty should also involve participation in department and/or university governance. Accordingly, service to the university and its students must also be demonstrated to justify positive retention, tenure, or promotion recommendations. Guidelines for evaluating service on behalf of the students, the university, and the greater academic community are defined by the Departmental Guidelines found in Appendix K (or by the General Guidelines of Appendix J in the case that Departmental Guidelines do not exist).

C. Scholarly, Creative and/or Professional Achievements

Academic assignments of the teaching faculty should also involve participation in scholarly, creative or professional pursuits. Accordingly, scholarly, creative, and/or professional achievement must also be demonstrated to justify positive retention, tenure, or promotion recommendations. When faculty members have made significant contributions to their discipline or to their professional community over a number of years, total contributions should be considered. Guidelines for evaluating scholarly, creative, and/or professional achievement are defined by Departmental Guidelines found in Appendix K (or by the General Guidelines of Appendix J in the case that Departmental

Guidelines do not exist). Unless otherwise stated in the appropriate Guidelines, neither the existence of publications nor the lengths of any actual publications is, per se, a requirement for retention, tenure or promotion.

The guiding principle of all evaluations should be a commitment to thorough and candid evaluations designed to recognize and encourage achievement. Once clear-cut teaching effectiveness as defined by the faculty member's Departmental Guidelines has been established, noteworthy accomplishments related to the standards of performance described in the Departmental Guidelines for the other areas of one's academic assignment are sufficient justification for a positive recommendation of retention, tenure or promotion.

V. RTP GUIDELINES

A. General Retention, Tenure and Promotion Guidelines

Candidates for retention, tenure and promotion shall be evaluated in the three basic areas in Section IV. If a probationary or tenured Unit 3 employee is not within a Department that currently has Departmental Guidelines, the General RTP Guidelines found in Appendix J shall serve as the basis for evaluation of the candidate. If a candidate's department does not have guidelines it is strongly recommended that the candidate seek the advice of a tenured faculty mentor and/or candidate's Department Chair when preparing the Working Personnel Action File for submission.

B. Departmental Retention, Tenure and Promotion Guidelines

Recognizing the diverse nature of teaching and working assignments and conditions between departments, departments may issue Departmental Guidelines, which relate the professional standards and/or scope of activities within a particular discipline to the university-wide policy. If a department has such guidelines, they will be the controlling standards by which candidates in that department shall be evaluated.

1. Changes to Departmental Guidelines must indicate the effective date for such modifications.
2. Departmental RTP Guidelines shall not conflict with university-wide policy or the CFA/CSU Collective Bargaining Agreement, and may not require lower substantive levels of performance than those contained in the General Guidelines found in Appendix J.
3. Departmental Guidelines must address the Department's Mission Statement, if one exists, and articulate how each guideline addresses the general requirements for teaching effectiveness, service, and scholarly, creative, and/or professional activities and achievements within the context of the Department's Mission.
4. Each Department's RTP Guidelines, once approved at the Department level, will follow the same approval path as other Senate policies, and will become effective upon approval by the Chair of the Academic Senate and the President. The Senate Chair shall confer with the Senate RTP Committee before approving the Guidelines.

VI. PROCEDURES FOR PERFORMANCE REVIEW AND PERIODIC EVALUATION

The formal evaluation for retention, tenure, and promotion is called a Performance Review. Probationary faculty will normally undergo a performance review for retention during their second and fourth probationary years and for tenure during their sixth probationary year. Faculty may apply at the beginning of any RTP cycle for early consideration. All evaluations for promotion are also performance reviews.

Less formal Periodic Evaluations will be conducted in accordance with Section VI-E for all probationary faculty during the years that a Performance Review is not required (normally, their first, third and fifth probationary years). The Periodic Evaluation only requires submission of a Faculty Activity Report (Appendix H).

The performance review process, for all candidates, is based solely on the contents of the Working Personnel Action File (WPAF) or Electronic Working Personnel Action File (e-WPAF). In determining what materials candidates may and should place into their WPAF, candidates should refer to Section VII (Personnel Files) as well as any applicable Departmental Guidelines.

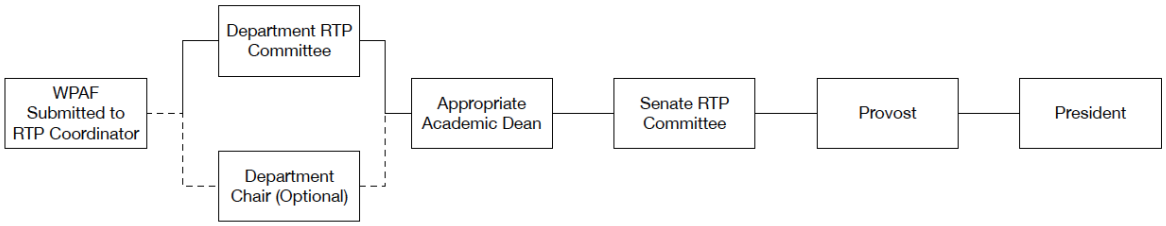
The faculty member under review will determine whether to submit the materials in paper (WPAF) or digital (e-WPAF) format. For the purposes of this policy, the terms WPAF and e-WPAF will be interchangeable.

A. Levels of Review

The WPAF will be evaluated by the following levels of review prior to the President's decision:

1. Concurrent Department Reviews
    a. Department RTP Committee
    b. Department Chair (if the Chair chooses to submit a separate recommendation)
2. Appropriate Academic Dean
3. Senate RTP Committee
4. Provost

The process is depicted in the figure below. The dashed box around the Department Chair review indicates that it is an optional review.



The end product of each review will be a written recommendation to the President. The recommendation from each level of review will be incorporated into the WPAF for the next level of review and a copy of each recommendation will be sent to the candidate. After the Provost's review has been incorporated into the WPAF, the WPAF will be forwarded to the President for a final determination.

B. Election and Composition of Faculty RTP Committees

1. Senate RTP Committee
    a. The Senate RTP Committee shall consist of three tenured faculty at the rank of Full Professor or equivalent, each elected to serve a term of three academic years, with each term staggered by one year. Under normal circumstances, there shall be no more than one member from each school or the library on the Senate RTP Committee. If this is not possible, there shall be no more than one member from each department and no more than two from the same school. If this is not possible, all eligible faculty will appear on the ballot, irrespective of their department or school affiliation.
    b. During each spring semester, the Academic Senate Chair shall conduct an election for the expiring term. The election shall occur by secret vote. All

eligible faculty members shall be included on the ballot unless they request (in writing, to the Senate Chair) that their name be deleted from the ballot. Eligibility is defined by the requirements in (a.) above, with the rules on department or school affiliation being relaxed as needed to ensure that there are at least two faculty members on the ballot.

c. All probationary and tenured Unit 3 faculty subject to the RTP Policy are eligible to vote. Each voter may select one person on the ballot. The first place finisher shall serve on the Committee for the next three academic years. The runners up shall serve as alternates, as needed, in the order that they are placed in the election.

d. Senate RTP Committee members are ineligible to participate in earlier levels of reviews.

e. At the beginning of each academic year, the Senate Chair shall convene the Senate RTP Committee for the purpose of electing a Committee Chair for the academic year.

2. Department RTP Committee

a. For each RTP candidate, and for each probationary faculty member subject to a periodic evaluation, there will be a Department RTP Committee of three tenured faculty elected by the tenured and probationary faculty of the candidate's department or equivalent unit.

b. In general, for each department, a single committee will serve all RTP (and periodic evaluation) candidates with the same eligibility requirements for committee membership. However, to satisfy different eligibility requirements (e.g. as occurs when a department has members up for retention or tenure as well as promotion to Full Professor), or in other extenuating circumstances, a department may elect a separate committee for one or more of its RTP candidates.

c. In Fall Semester, prior to the published WPAF closing date, each Department Chair (or equivalent) shall administer the election(s) for the Department RTP Committee(s) for the RTP candidates in the department. For each election, a ballot shall be prepared which includes at least five eligible faculty members (see (e.) below), including all eligible faculty from within the department. If there are fewer than five eligible faculty from within the department, the probationary and tenured faculty of the department shall nominate additional eligible and available faculty from a related discipline to be placed on the ballot.

d. The vote shall proceed by secret ballot, with all probationary and tenured faculty of the department eligible to vote. Each voter may select up to three different persons on the ballot. The three persons receiving the most votes shall constitute the committee. The runners up shall serve as alternates, as needed, in the order that they are placed in the election.

e. To be eligible to serve on the Department RTP Committee for an RTP candidate, a faculty member must be tenured and senior in rank to the current rank of the candidate, and must not be a participant in any other level of review for that candidate. A faculty member being considered for promotion is ineligible to serve on the Department RTP Committee for any candidate being considered for tenure or promotion. FERP faculty may be eligible under certain circumstances with presidential approval. Any faculty member who meets these eligibility requirements may, after consultation with the

Department Chair, declare himself/herself unavailable to serve for compelling reasons.

f. The Department Chair shall convene the first meeting of the Department RTP Committee.

g. As its first order of business, the Department RTP Committee shall elect one of its members as Chair.

C. General Procedures for Performance Review

1. The administration of the RTP process, including the publication and announcement of the timeline, the identification of eligible candidates, and the oversight of the WPAF movement through the levels of review, shall be the responsibility of the "RTP Coordinator" as referred to henceforth in this policy. The RTP Coordinator is currently the Associate Provost. However, this duty could be reassigned to another administrator in Academic Affairs by the President with the consent of the Academic Senate Chair. However, in no case shall the RTP Coordinator participate as an evaluator in any level of RTP review. In addition to the duties specified throughout this policy, the RTP Coordinator shall ensure that all processes comply with this policy and the Collective Bargaining Agreement.
2. All timelines for submission of WPAFs, reviews, recommendations, and decisions, shall be in accord with the current Collective Bargaining Agreement between the California Faculty Association (Unit 3) and the California State University. In consultation and collaboration with the CFA Chapter President and the Chair of the Academic Senate, the RTP Coordinator shall produce the timeline. The President of the university (or President's designee) shall approve the timeline and ensure its publication and distribution to all affected personnel.
3. Prior to the last day of March, the RTP Coordinator, in consultation with the CFA Chapter President, Director of Human Resources, and the Chair of the Academic Senate, shall notify candidates of their requirement or eligibility for a retention, tenure, or promotion review during the upcoming academic year, and shall solicit requests for early tenure or promotion.
4. The RTP Coordinator and Chair of the Academic Senate shall invite all candidates to an RTP training session scheduled prior to the end of the spring term. The RTP Coordinator shall bear the primary responsibility for ensuring that this training occurs. This training shall be planned in consultation with the CFA Chapter President and the Academic Senate Chair, and they shall be invited to attend the training and provide their perspectives to the candidates. The RTP training marks the formal beginning of the review cycle for the following year.
5. Faculty members who are in consideration for promotion or early tenure may, at any time prior to a presidential determination, exercise their prerogative and withdraw their application from further consideration.
6. The Department Chairs and Senate RTP Committee shall establish meeting dates and agenda such that the timelines announced by the President and the university can be met. The Committee Chairs shall preside at their respective meetings. They shall rule on matters of procedure and are responsible for ensuring that their committee does not act in any manner that is inconsistent with the provisions of this policy or contrary to provisions of the Collective Bargaining Agreement.
7. Only members of the Department and Senate RTP Committee may be present during committee deliberations. No substantive action may be taken by the committees without all members participating.

8. It is the responsibility of the Department Chair or Senate RTP Committee Chair to determine when it is necessary for an alternate member to replace a member of the committee. Alternates shall be chosen according to the committee election results. Once the alternate has been substituted for one of the original members of the committee, the alternate shall participate in place of the absent regular member for the duration of the committee's evaluation(s) of all candidates. The use of the alternate member does not preclude continuation of the process.
9. Candidates for retention, tenure, and promotion are primarily responsible for assembling their WPAF. Reviewing entities shall be responsible for identifying and providing materials relating to evaluation not provided by the employee, including the timely (i.e., prior to the WPAF "closing date") reporting of any required external review of scholarly work or solicitation of professional or other community input. This includes peer evaluations of teaching conducted by the Department Committee members, which must occur and be reported prior to the WPAF closing date. No later than 14 calendar days prior to the WPAF closing date, all materials in the candidate's PAF that directly pertain to the evaluation process must be identified by the RTP Coordinator's office and copies of such documents given to the candidate for mandatory inclusion in the WPAF. In the final analysis, candidates should consult with their Department Chair to ensure their WPAF is complete in all respects, prior to the completion of the WPAF Index and the final WPAF closing date.
10. Insertion of material by the candidate after the WPAF closing date must have the approval of the Senate RTP Committee and shall be limited to items that became accessible after this date. Material inserted in this fashion shall be returned to earlier levels of review for evaluation and comment before consideration at subsequent levels of review.
11. WPAF's shall be turned in to the RTP Coordinator on or before the WPAF closing date indicated on the approved timeline. A WPAF may be submitted in paper or electronic form. The WPAF will be handled according to the following procedures, depending upon the format of the WPAF:
    a. Paper WPAFs

       An index of all WPAFs submitted for consideration will be produced (Appendix A) and used to track checkout and check-in of the files. WPAFs are confidential documents and every effort shall be made to safeguard their confidentiality. The RTP Coordinator shall be the custodian of the WPAF during the RTP process. All reviewers in the RTP process must check the WPAF out from the RTP Coordinator. Access to any WPAF requires both the signature of the reviewer and the date of review to be recorded in the appropriate access log (Appendix B).
    b. Digital WPAFs (e-WPAFs)

       A candidate may opt to submit a WPAF in digital form. The criteria for a digital file will not differ from that of a paper file, and the decision to file electronically or through hard copy shall be the decision of the candidate. Should a candidate opt for the submission of an e-WPAF:
       i. The candidate must declare this intention to the RTP Coordinator prior to the WPAF closing date.
       ii. The RTP Coordinator shall work with the Director of Academic Technology (or, if that position title changes, the person who manages the Learning Management System) to open a file on the Learning Management System for the candidate.

iii. All reviewers in the RTP process will be granted access to the e-WPAFs through the Learning Management System according to the timeline, and access will be password protected.

iv. Reasonable measures shall be taken by the RTP Coordinator and reviewers to ensure confidentiality of content in the e-WPAF. Downloading and printing of files shall not be permitted.

v. For all subsequent procedures of review (See Section D below), at each level of review, a signed, hard copy letter shall be submitted to the RTP Coordinator for inclusion in the e-WPAF through the Learning Management System for subsequent levels of review.

12. Once the annual review cycle has begun, procedures and criteria may not be modified.
13. All committee work occurring during RTP review and evaluation shall be done confidentially. Recommendations, at all levels of review, are to be made confidentially.
14. Recognizing that the RTP process is part of the mentoring process, recommendations from faculty reviewing entities must articulate clearly how each candidate has met or failed to meet Departmental Guidelines in each of the evaluated areas. Recommendation letters articulating weaknesses in the candidate's file must be detailed and specific enough to offer the candidate clear guidance towards a successful review in the future. Recommendations from administrative reviewers must clearly articulate how the faculty reviewing entities either correctly or incorrectly applied the Collective Bargaining Agreement, the university RTP Policy and all applicable Departmental Guidelines to the candidate under review.
15. At all levels of review, before recommendations are forwarded to a subsequent review level, a faculty member being evaluated shall be given a copy of the recommendations of the reviewing entity. The candidate, upon request, shall be given the opportunity to discuss the recommendation with the reviewing entity. The faculty member has the right to incorporate a written rebuttal in his or her WPAF to any recommendation made by any reviewing entity, within a CBA – specified period of time following receipt of the recommendation. A copy of any rebuttal shall be sent to all prior reviewing entities. This provision shall neither alter nor extend any RTP timeline, unless an extension of the timeline is agreed to by all reviewing entities.
16. If, during the review process, the absence of documents necessary for evaluation is discovered, the WPAF shall be returned to the level of review at which the requisite documentation should have been provided. The reviewing entity that found the WPAF deficient must declare in writing that all document deficiencies have been rectified. The faculty member being reviewed must be given express notice of the addition of any new documents to the WPAF. In all circumstances, a faculty member has the right to insert comments in clarification or rebuttal to any new material incorporated into their WPAF.
17. Any party to the review, at any level of review, may initiate a request for an external review of materials submitted by a faculty member. Such a request shall document (1) the special circumstances which necessitates an external review, and (2) the nature of the materials needing the evaluation of an external review. The request must be approved by the President with the concurrence of the candidate. If approved, the external reviewers will be nominated by the RTP Coordinator and approved by the Senate RTP Committee. The recommendations of the external reviewers shall be returned to all previous levels of review for consideration. At each level of review a letter shall be drafted acknowledging that the external

material was considered. The original recommendation may be altered as deemed appropriate by the reviewing entity. The candidate may submit an additional statement of response and/or rebuttal to the revised recommendation. If necessary for the completion of an external review, the RTP Coordinator, in consultation with the Senate RTP Committee, can modify a candidate's RTP timeline. However, the modified timeline must conform to CBA mandated time requirements (such as the time allotted for candidates to submit rebuttals)

18. Failure on the part of a reviewing entity to complete a performance review within the specified dates of the timeline will result in the automatic transfer of the process to the next level of review. The faculty member shall then be notified that this next level of review will make its evaluation and recommendation.
19. The President shall receive and review the complete WPAF, including response(s) and/or rebuttal statement(s) written by the candidate, and all written evaluations and recommendations generated at each level of review. The President has the authority to retain probationary faculty members, grant tenure, and grant promotions. Decisions made under this authority shall be communicated in writing to the candidate within the published timeline. These written communications shall describe the bases for the decisions made by the President. In a timely manner, a copy of the President's written communication shall be provided to both the candidate and all reviewing entities.

D. Specific Procedures for Performance Review

1. Department Review

The first level of review shall be the candidate's Department RTP Committee. This committee shall be elected prior to the WPAF closing date according to the procedures of Section B-2 above. If the Department Chair wishes to make a separate review and recommendation, this shall occur concurrently with and separately from the Department RTP Committee Review.

a. Department RTP Committee

i. For all performance review candidates whose primary academic assignment is teaching, the Department RTP Committee shall conduct at least one peer observation of the candidate's teaching, and as many as it feels is necessary. This shall occur prior to the WPAF closing date. A member of the committee will observe the candidate during a teaching session and complete a Classroom Visit Report (Appendix E) and/or write an evaluation of the visit. The candidate and the observer will review the completed report and/or written evaluation prior to it being placed in the WPAF.

ii. Members of the Department RTP Committee shall evaluate each candidate in accordance with the standards and criteria of the relevant performance review (retention, tenure or promotion) as described within this policy and Departmental Guidelines (or General Guidelines, if Departmental Guidelines do not exist).

iii. The Department RTP Committee shall base all recommendations of retention, tenure, or promotion of candidates on the results of a vote. A positive recommendation requires a majority vote of all committee members. The ballot represented in Appendix D may be used.

iv. The Department RTP Committee shall prepare a recommendation letter using the guidelines of Appendix F. The Committee's recommendation, summarizing both favorable and unfavorable

assessments of a candidate's professional efforts, shall be based solely on the contents of the WPAF. A minority opinion shall be included in the case of a split vote.

v. Each member of the Department RTP Committee shall sign the recommendation letter. The Committee Chair shall then forward the recommendation to the RTP Coordinator.

b. Department Chair

i. The candidate's Department Chair may, but is not required to, conduct a separate review of the candidate and make a recommendation for retention, tenure or promotion. The Department Chair may conduct and submit a separate review and recommendation, even if the Chair is of lower rank or not tenured. If the candidate's Department Chair chooses to conduct a separate review with recommendation, this shall occur concurrently with and separately from the Department RTP Committee review.

ii. If the Department Chair chooses to conduct a separate review and make a written recommendation, the Chair may not participate in any other review of the candidate.

iii. The Department Chair's recommendation, summarizing both favorable and unfavorable assessments of a candidate's professional efforts, shall be based solely on the contents of the WPAF. The recommendation shall be forwarded to the RTP Coordinator.

The RTP Coordinator shall place the recommendations from the Department RTP Committee and the Department Chair in the candidate's WPAF. In addition, the RTP Coordinator shall distribute copies of the recommendations to the candidate and all participants in the Department review(s).

2. Appropriate Academic Dean (or, Appropriate Administrator) Review

The second level of review shall be conducted by the candidate's Appropriate Academic Dean (or appropriate administrator). The Dean's recommendation, after a thorough review of the WPAF, summarizing both favorable and unfavorable assessments of a candidate's professional efforts, shall be based solely on the contents of the WPAF. The recommendation shall be forwarded to the RTP Coordinator. The RTP Coordinator shall place the recommendation from the Dean in the candidate's WPAF. In addition, the RTP Coordinator shall distribute copies of the recommendation to the candidate and all participants of previous reviews.

3. Senate RTP Committee

The Senate RTP Committee shall conduct the third level of review for all candidates. The Committee's recommendation, summarizing both favorable and unfavorable assessments of a candidate's professional efforts, shall be based solely on the contents of the WPAF. A minority opinion shall be included in the case of a split vote.

Each member of the Committee must sign the recommendation. It shall then be forwarded to the RTP Coordinator.

In addition to the review of candidates, the Senate RTP Committee shall evaluate the appropriateness and consistency in the application of RTP Guidelines in the recommendations from all previous reviewing entities. If any issues of concern are noted, the Committee shall delineate those concerns and include appropriate recommendations, if any, in the recommendation letter.

The RTP Coordinator shall place the recommendations from the Senate RTP Committee in the candidate's WPAF. In addition, the RTP Coordinator shall

distribute copies of the recommendations to the candidate and all participants of previous reviews.

4. Provost Review

The Provost shall conduct the fourth level of review for all candidates.

The Provost's recommendation, summarizing both favorable and unfavorable assessments of a candidate's professional efforts, shall be based solely on the contents of the WPAF. In addition, the Provost shall:

a. Evaluate the appropriateness and consistency in the application of RTP Guidelines in the recommendations from all previous reviewing entities.
b. Ensure compliance at all levels of review with the Collective Bargaining Agreement and this RTP Policy.

If the Provost discovers a procedural or policy violation prejudicial to the candidate or determines that any previous level of review misapplied RTP guidelines or policies and/or displayed a lack of reasoned judgment in their recommendations, the Provost shall include that information in the recommendation letter.

The RTP Coordinator shall place the Provost's recommendation in the candidate's WPAF. In addition, the RTP Coordinator shall provide a copy of the recommendation to the candidate and all participants of previous reviews.

5. Presidential Decision

Upon receipt of the WPAF and all recommendation letters and rebuttals, the President shall review the documents and make a decision. This decision will be transmitted, in writing, to the faculty member with copies to all participants in the review process. A faculty member denied retention, tenure or promotion has seven working days from receipt of the President's letter to request, in writing, that the President reconsider the decision. In the event that the President either declines to reconsider, or (after reconsideration) reaffirms the original decision, the faculty member may appeal the decision, in accordance with existing grievance procedures.

E. Procedures for Periodic Evaluation

For the probationary years in which a formal performance review for retention is not conducted, there will be a less formal, less substantive evaluation, called a periodic evaluation. Normally, periodic evaluations shall occur during the first, third, and fifth probationary years.

1. Periodic evaluations shall be conducted by the following levels of review, in succession:
   a. Department RTP Committee
   b. Department Chair (if the Chair chooses to include a separate evaluation)
   c. Appropriate Academic Dean (or appropriate administrator)
2. In general, the Department RTP Committee shall be the same Committee used to conduct performance reviews of RTP candidates within the Department.
3. For the periodic evaluation, the faculty member shall submit a Periodic Evaluation Faculty Activity Report (Appendix H), to the office of the RTP Coordinator for custody purposes. The review period for this report should include all semesters since the last performance review (including the semester in which the performance review was begun). In addition, the faculty member shall attach all recommendation and rebuttal letters from all previous performance reviews.
4. For all periodic evaluation candidates whose primary academic assignment is teaching, the Department RTP Committee shall conduct at least one peer observation of the candidate's teaching. A member of the Committee will observe

the candidate during a teaching session and complete a Classroom Visit Report (Appendix E) and/or write an evaluation of the visit. The candidate shall include a copy of this report and/or written evaluation in the WPAF for all subsequent Performance Reviews.

5. Each reviewing entity shall fill out and sign the appropriate area on the Periodic Evaluation Form (Appendix I), providing brief comments on how the faculty member is progressing toward their next performance review. The Periodic Evaluation Form, Periodic Evaluation Faculty Activity Report, and prior performance recommendation letters shall then be forwarded to the next level of review.
6. The periodic evaluation shall not culminate in a recommendation for retention. The purpose of the periodic evaluation is to provide the candidate with an evaluation of how they are progressing toward their next performance review and how they might make specific improvements.
7. The completed Periodic Evaluation Form shall be added to the candidate's PAF. Copies of the completed form shall be made available to the candidate. Candidates shall include a copy of the Periodic Evaluation Form and associated Periodic Evaluation Faculty Activity Report in their WPAF for their next performance review.

VII. PERSONNEL FILES

To facilitate review of candidates without compromising the security of the official Personnel Action File, a Working Personnel Action File (WPAF) will be utilized for the purpose of performance reviews. The WPAF will contain all materials pertinent to the evaluation process. The candidate, in coordination with the Department Chair and the appropriate reviewing entities (See Section VI-A), should ensure that appropriate materials are included in the WPAF prior to submission.
The WPAF shall include the following:

A. Documentation associated with prior RTP cycle reviews, recommendations, responses/rebuttals and decisions, including associated WPAF indexes and earlier curricula vitae.
B. Index of materials submitted (in the case of paper WPAFs only)
C. Curriculum Vitae
D. Self-study statement, beginning with the requested consideration (i.e., retention only, retention and tenure, promotion, etc.), and describing how the candidate has met the standards defined in the Guidelines.
E. Supplementary materials in support and documentation of the self-study. Such materials may include, but are not limited to:
    1. Effectiveness in Teaching
        a. A list of courses taught, sections and average section size
        b. Student evaluations for the review period (mandatory)
        c. Peer evaluations from classroom visits by teaching colleagues (mandatory)
        d. Other instructional achievements
        e. Information pertaining to student advising
        f. Information pertaining to curricular development.
    2. Service to Students, the University, and the Greater Academic Community
        a. Information pertaining to operational activities (such as preparing the training ship for cruise)
        b. Information pertaining to academic and career counseling

c. Information pertaining to faculty governance
d. Information pertaining to administrative activities such as scheduling, program coordination or other special assignments
e. Information pertaining to service as Department Chair
f. Information pertaining to committee service
g. Information pertaining to involvement in activities that directly enhance the quality of student life on campus
h. Information pertaining to activities that enhance the university's ability to serve the needs of a multi-ethnic and non-traditional student body
i. Information pertaining to service on behalf of the community, state, nation, or international community in a capacity related to one's disciplinary expertise and requiring the application of one's professional knowledge or skills

3. Scholarly, Creative and/or Professional Achievement
   a. Scholarly Achievement
      i. Abstracts of publications in peer reviewed journals
      ii. List of critical contributions such as reviews for national periodicals, newspapers, or other communication media.
      iii. List of contributions at professional conferences, seminars, workshops, institutes, or special programs.
      iv. Evidence of an active program of scholarly or creative work in progress, appropriate to the discipline.
      v. A list of software created for use within one's discipline.
      vi. Curricula or curricular materials for one's disciplinary field, the development of which involved genuine scholarship.
      vii. Scholarly achievement in the course of supervising student research, such achievement to be informed by genuine scholarship.
      viii. Receipt of awards, prizes, fellowships, or grants.
   b. Creative Achievement
      i. Evidence of original works of fiction, drama, or poetry.
      ii. Performances in the performing arts, together with pertinent reviews thereof.
      iii. Patents or copyrights.
      iv. Evidence of exhibitions in the graphic arts, together with pertinent reviews thereof.
   c. Professional Achievement
      i. Selection for participation or leadership in professional associations.
      ii. Selection as a contributor to meetings, panels, activities or workshops.
      iii. Acquisition of documented expertise in technical or academic aspects of a faculty member's discipline (licenses, certificates, college credit, etc.).
      iv. Consulting.
      v. Selection for service on editorial boards or as editor of a professional journal or reviewer for publishers or other agencies or associations.
      vi. Professional honors and/or awards.

VIII. RETENTION

A. Timeline for Retention

Normally, probationary faculty members shall be subject to a performance review for

retention during their second and fourth years. A second year performance review is generally not required for newly appointed faculty members who have been given one or more years of probationary credit. However, the President may require performance reviews during the intervening years. During each probationary year in which performance reviews are not conducted, a periodic evaluation shall be completed.

B. Standards for Retention

The review process should be rigorous throughout the probationary period. To be retained, it is expected candidates will provide evidence of teaching effectiveness, as defined by Departmental Guidelines. For newer faculty who have not yet achieved satisfactory teaching effectiveness, evidence of increasing effectiveness in their teaching involving the utilization of a variety of instructional pedagogies, or consistent effectiveness and pedagogical versatility is required. In the case of individuals whose teaching is fully satisfactory from the start, evidence of continued effectiveness is required. Additionally, faculty members must establish a commitment to and an expanding involvement in service activities that inure to the benefit of their students, colleagues, Departments and ultimately, the entire university. Guidelines for appropriate service activities can be found in the Departmental Guidelines. Finally, successful candidates for retention will demonstrate the establishment of a program of scholarly, creative and/or professional development as defined by the applicable Departmental Guidelines. Candidates should not be retained if their efforts and accomplishments in teaching, service, and scholarly, creative and/or professional development are not sufficient to warrant a reasonable expectation that tenure will be granted at the end of the probationary period. Reviewing entities, in their recommendations, should indicate whether a faculty member's performance is sufficient to warrant a reasonable expectation that tenure will be granted at the end of the probationary period.

IX. TENURE

A. Timeline for Tenure

A tenure recommendation should normally be made during a faculty member's sixth probationary year. Faculty members may request early consideration for tenure based on their belief that they have achieved the levels of excellence in the criteria required for the award of tenure. It is incumbent on the candidate to provide clear and convincing evidence that they have met all requirements for the award of tenure. Any deviation from the normal six-year probationary period shall be the decision of the President following consideration of recommendations from all reviewing entities.

B. Standards for Tenure

The tenure decision is perhaps the most important decision that the faculty and administration of the California State University Maritime Academy must make with respect to its probationary faculty. Tenure represents a commitment on the part of the university that will affect significantly the quality of education for generations of students. Therefore, the granting of tenure is more than a reward for outstanding teaching and professional growth during the probationary period. It is an expression of confidence that faculty members will continue to pursue academic excellence and professional growth during their careers. Tenure should be granted only to individuals whose record of teaching, service and contributions to their profession creates the unequivocal expectation that promotion to the rank of associate professor/MVI III will occur.

The award of tenure requires more than potential or promise on the part of the candidate. It

requires the following:

1. Possession of the appropriate terminal qualifications and / or terminal certification, unless an exception to this requirement has been granted and noted in the letter of hire. The appropriate terminal qualifications are as follows (unless modified by Departmental Guidelines),
    a. For professors, a doctoral degree in an appropriate discipline, or, for non-traditional academic disciplines including, but not limited to, Marine Transportation and Engineering Technology, a master's degree in an appropriate discipline plus a professional license in the field (e.g. unlimited USCG license) and/or significant related industry work experience.
    b. For Librarians, a master's degree in Library and Information Science from a program accredited by the American Library Association (or equivalent international association).
    c. For Marine Vocational Instructors, a bachelor's degree in an appropriate discipline plus an unlimited USCG license and / or significant related industry experience.
    d. Probationary faculty, who were hired prior to the enactment of this requirement and who do not have the above terminal qualifications yet were hired into tenure-track positions, will be considered to have met terminal degree requirements for purposes of tenure, unless otherwise specified in their hiring letter.
2. Demonstrated effectiveness in one's academic assignment, including:
    a. A firmly established history of increasing effectiveness in one's teaching involving the utilization of a variety of instructional pedagogies, or consistent effectiveness and pedagogical versatility in the case of an individual whose teaching is fully satisfactory from the start. Guidelines for what constitutes teaching effectiveness can be found in the Department Guidelines.
    b. A multi-faceted record of service to students, teaching and administrative colleagues, departments, and the university. Guidelines for appropriate service activities can be found in the Department Guidelines.
    c. Scholarly and/or creative contributions to one's professional community, which are of good professional quality and in accordance with the candidate's Departmental Guidelines. Evidence should be presented that establishes both a commitment to and the potential for continued development and accomplishment throughout one's career.

X. PROMOTION

A. Timeline for Promotion

Promotion is defined as the advancement from one academic rank to the next, i.e., assistant professor/assistant librarian/MVI II to associate professor/associate librarian/MVI III or associate professor/associate librarian/MVI III to full professor/full librarian/MVI IV. Probationary assistant professors/assistant librarians/MVI II's will normally be considered for promotion to associate professor/associate librarian/MVI III in the review cycle during which they are being considered for tenure (i.e., during their sixth probationary year). Tenured faculty members (in general, associate professors/associate librarians/MVI III's) will normally be reviewed for promotion to full professor/full librarian/MVI IV during their fifth year of service at that rank. If promoted, the promotion becomes effective at the

beginning of the next academic year. Under extraordinary circumstances, a candidate may apply for early promotion to the next higher rank. If a member of the faculty believes their professional accomplishments while serving the university justify an application for early promotion, it shall be incumbent upon the candidate to provide clear and convincing evidence to all levels of review that he or she has satisfied all criteria for promotion.

B. Standards for Promotion

1. Promotion to Associate Professor/Associate Librarian/MVI III

Associate Professor/Associate Librarian/MVI III is the second highest academic rank, and promotion to it normally requires tenure or the simultaneous award of tenure. The rank of associate professor/associate librarian/MVI III presupposes that a faculty member has considerable academic or professional experience and a significant record of accomplishments during the probationary period. Promotion to associate professor/associate librarian/MVI III requires a well-established, consistent pattern of effective teaching coupled with demonstrable professional competence in other areas of one's academic assignment. Normally, a candidate is expected to have contributed to the effectiveness of their Department and the university through curriculum development efforts, advising, committee work and other appropriate service on behalf of the students. In addition, there should be evidence that scholarly, creative, and/or professional achievement, in accordance with Departmental Guidelines, is a continuing part of one's professional life.

2. Promotion to Full Professor/Librarian/MVI IV

The rank of full professor/librarian/MVI IV is the highest academic rank and should represent realized potential and genuine achievement. Promotion to full professor/librarian/MVI IV requires an extensive and ongoing history of exemplary teaching with clear and convincing evidence of professional effectiveness in all other aspects of one's academic assignment--for example, significant contributions to students, the department, and to the university through committee work or other appropriate service. In addition, it is required that candidates for promotion to full professor/librarian/MVI IV present evidence of substantial and continuing scholarly, creative, and/or professional achievement in accordance with their Departmental Guidelines.

XI. COMMENTS, GLOSSARY AND APENDICES

Article 11 of the Collective Bargaining Agreement contains information on the location and handling of Personnel Action Files. The information following is excerpted from Article 11 as it bears directly on the RTP process. In case of conflict, the current Collective Bargaining Agreement shall take precedence.

During the time of periodic evaluation or performance review of a faculty member, the WPAF--which includes all information, materials, recommendations, and rebuttals--is considered to be a part of the Personnel Action File, but need not be physically placed in that file. Instead, an index of elements contained within the WPAF shall be prepared by the faculty member and included in the WPAF. At the conclusion of the RTP review cycle, the WPAF index will be submitted to the Director of Human Resources for inclusion in the PAF. Indexed materials (the WPAF) shall be returned to the faculty member.

XII. GLOSSARY

A. **ACADEMIC-ADMINISTRATIVE ASSIGNMENT**
A position of primarily supervisory activities that encompasses the possibility of retreat rights to a faculty teaching position.

B. **ACCESS LOG**
A document that certifies that a reviewer has examined the Working Personnel Action File (WPAF) of a candidate for RTP (see below).

C. **APPOINTMENT**
The initial hiring of a faculty unit employee.

D. **CANDIDATE**
A faculty unit employee being evaluated for retention, tenure, or promotion.

E. **COLLECTIVE BARGAINING AGREEMENT** (CBA)
See Memorandum of Understanding (MOU).

F. **COLLOQUIA**
Informal conferences or group discussions, usually in the form of seminars that several lecturers take turns in leading.

G. **CONTROL LOG**
A form to keep track of all WPAF'S turned in to the Provost / VPAA's office for the RTP process.

H. **DEPARTMENT RTP COMMITTEE**
The elected committee of full-time tenured faculty unit employees from within a Department or related discipline whose purpose is to review and recommend faculty unit employees who are being considered for retention, tenure, and promotion.

I. **DEPARTMENT RTP COMMITTEE REVIEW SUMMARY**
Written assessment of a faculty member's performance written by the Department RTP Committee.

J. **DEPARTMENTAL GUIDELINES**
Guidelines, approved by the President, which relate the professional standards and/or scope of activities within a particular discipline to the university-wide RTP policy.

K. **ELECTRONICWORKING PERSONNEL ACTION FILE (e-WPAF)**
The digital equivalent of the Working Personnel Action File (WPAF)

L. **EQUIVALENT UNIT**
Any unit of equivalent status to an academic department or library unit.

M. **EXTERNAL REVIEW**
A review from an outside independent source requested by a member of a level of review, with the consent of a candidate.

N. **FACULTY (UNIT 3)**
Employees included in Bargaining Unit 3 (Including all tenured, probationary and temporary teaching faculty, Librarians, Counselors, and Coaches).

O. **FERP**
Faculty Early Retirement Plan. See Memorandum of Understanding (MOU).

P. **GRIEVANCE**
An officially filed allegation by a faculty member or the exclusive representative of the faculty member that there has been a violation, misapplication, or misinterpretation of a specific term or specific terms of a ratified agreement which has resulted in a direct wrong to the grievant.

Q. **LEVEL OF REVIEW**
Any stage in a performance review requiring examination of the Working Personnel Action File (WPAF) and, normally, a written report and recommendation. The four Levels of Review prior to the President's decision are the concurrent Department reviews (Department RTP Committee

and Department Chair), the Appropriate Academic Dean, the Senate RTP Committee, and the Provost.

R. **MEMORANDUM OF UNDERSTANDING (MOU)**
The Memorandum of Understanding, also known as the Contract or Agreement, is an agreement between the Trustees of the California State University and an exclusive representative of a unit of employees.

S. **PERFORMANCE REVIEW**
The process of evaluating faculty for retention, tenure, or promotion which leads to formal reports, recommendations, and notice of results.

T. **PERIODIC EVALUATION**
The process of evaluating faculty on the basis of probationary service in a year when retention is not an issue.

U. **PERSONNEL ACTION FILE**
A file containing or referencing every record relevant to faculty professional status. It is maintained in Human Resources. It is the official personnel file containing employment information that may be relevant to personnel recommendations or personnel actions regarding a faculty unit employee. Campus medical and police records are not a part of the Personnel Action File. The basis for all personnel decisions resides in the Personnel Action File maintained by Human Resources. Material placed in the official Personnel Action File must be screened by Human Resources as to applicability and contractual compliance. Any material identified by source may be placed in the Personnel Action File. Employees have the right to review and rebut information placed in their file. It is the responsibility of the employee to check their personnel record for completeness and accuracy.

V. **PROBATIONARY CREDIT**
The President, upon recommendation by the affected department or equivalent unit, may grant to a faculty unit employee up to two years of service credit for probation based on previous service at a post-secondary education institution, previous full-time CSU employment, or comparable experience.

W. **PROBATIONARY FACULTY UNIT EMPLOYEE**
The status of a faculty member earning credit toward retention, tenure or promotion.

X. **PROMOTION**
The advancement of a probationary or tenured faculty unit employee who holds academic or librarian rank to a higher academic or librarian rank, or advancement of a Counselor Faculty Unit Employee to a higher classification. In-step advancements within an academic or librarian rank are not promotions.

Y. **REBUTTAL STATEMENT**
A written statement intended to present opposing or clarifying evidence or arguments to recommendations resulting from a performance review.

Z. **RECOMMENDATION**
The expression of the wish of a reviewing entity at any level of review as to the action being considered; an explicit indication of an action said to be justified on the basis of relevant criteria and evidence.

AA. **RETENTION**
Authorization to continue in probationary status for another year.

BB. **RETREAT RIGHT**
The right granted to a person holding an academic-administrative assignment, which authorizes that person to return to a teaching faculty position. Such rights are granted within the criteria and standards of these RTP Policies and Procedures.

CC. **REVIEW CYCLE**

The annual review cycle is considered begun on the date of the conclusion of the RTP Training session as scheduled in the RTP Timeline, and ends when the President's decision is received by the involved candidate.

DD. **REVIEWING ENTITIES**

All groups participating in the review process, including members of Department RTP Committees, Department Chairs, the Senate RTP Committee, the Appropriate Academic Dean or other appropriate administrator, and the Provost.

EE. **REVIEW PERIOD**

For probationary faculty, the review period is the probationary period. For faculty seeking promotion, the review period is the period of time at the current rank. RTP guidelines should remain constant during a candidate's review period.

FF. **RTP**

Retention, Tenure, and Promotion**.**

GG. **RTP COORDINATOR**

The administrator responsible for the administration of the RTP process, including the establishment of the timeline, the identification of candidates, the management of the WPAF through the review process, and other duties specified in this policy.

HH. **SENATE RTP COMMITTEE**

Three tenured faculty at the rank of Full Professor or equivalent having review authority for Department RTP Guidelines and all retention, tenure and promotion decisions.

II. **TENURE**

The right to continued permanent employment at the campus as a faculty unit employee except when such employment is voluntarily terminated or is terminated by the Employer pursuant to the Memorandum of Understanding (MOU) or law.

JJ. **TERMINAL QUALIFICATION**

For non-licensed faculty, an earned doctorate within an appropriate discipline; for licensed faculty, a Master's degree within an appropriate discipline plus an appropriate professional license, for Marine Vocational Instructors, a Bachelor's degree plus appropriate license or certification. Appropriate licenses and certificates are established by the individual academic departments.

KK. **WORKING PERSONNEL ACTION FILE (WPAF)**

The collection of data, reports, and recommendations for a given cycle, which moves and grows from level to level toward a final decision in an evaluation or review. The WPAF is that portion of the Personnel Action File that is used during the performance review of a faculty unit employee. At the conclusion of a cycle it is dismantled, with various parts returned to the faculty member or made part of the Personnel Action File. It is equivalent to the Digital (or, Electronic) WPAF (e-WPAF).

APPENDIX A

WPAF CONTROL LOG

CANDIDATE'S NAME_____

WPAF RECEIVED _____

Custodian's Signature/Date

NAME OF THE REVIEWER & SIGNATURE	PURPOSE OF REVIEW	DATE CHECKED OUT/ CUSTODIAN'S INITIALS	DATE CHECKED IN/ CUSTODIAN'S INITIALS

APPENDIX B

WPAF ACCESS LOG

NAME OF REVIEWER	PURPOSE OF REVIEW	DATE CHECKED OUT	DATE CHECKED IN

APPENDIX C

ASSESSMENT FORM FOR EVALUATION OF
RETENTION, TENURE, AND PROMOTION STANDARDS AND CRITERIA

FOR INDIVIDUAL CANDIDATES

(Note: This form is designed to assist the members of an RTP Committee during their evaluation and assessment of requests for retention, tenure, and promotion consideration from individual candidates. This form is NOT to be retained in any permanent file or archive after the RTP Committee has completed its review of a candidate.)

Evaluation and Assessment Prompt:

The candidate has met or exceeded the standards for retention, tenure, or promotion as defined in the Departmental Guidelines (or General Guidelines, if department Guidelines don't exist) in the performance category indicated.

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
Effectiveness in Academic Assignment				
a. Teaching Effectiveness	_____	_____	_____	_____
b. Service to students, etc.	_____	_____	_____	_____
c. Scholarly, Creative, Professional Achievement	_____	_____	_____	_____

APPENDIX D

(Note: This ballot is designed to assist the members of an RTP Committee in making a recommendation for retention, tenure, and promotion for a candidate. It is NOT to be retained in any permanent file or archive after the RTP Committee has completed its review.)

RECOMMENDATION BALLOT

for

_____

CANDIDATE

PRESENTLY SERVING IN _____th YEAR OF PROBATION (OR TENURE)

SHOULD THE CANDIDATE BE GRANTED:

	YES	NO
__ RETENTION?	[ ]	[ ]

___ PROMOTION? **[ ]** **[ ]**

___ TENURE? **[ ]** **[ ]**

APPENDIX E

CLASSROOM VISIT REPORT

Faculty Member being observed: _____ Date: _____

Course: _____ Hour: _____

Class Size: _____ Number Present: _____ Visitor: _____

Note to Evaluator: In addition to this form, evaluators are required to provide a detailed written evaluation, with particular emphasis on areas listed as "excellent" or "improvement needed".

Area	Excellent	Good	Satisfactory	Improvement Needed
PREPARATION				
Syllabus and Course Outline				
Overall learning objectives clear				
Lesson Plan				
Handouts				
Use of classroom technology				
PRESENTATION				
Today's learning objectives clear				
Use of applications and examples				
Clarity of presentation				
Student involvement				

Enthusiasm/vigor				
Voice				
Pace				
Use of board, visuals				
Patience and persistence				
RECEPTION				
Students' attention				
Awareness of student reception				
Handling of student questions				
Providing answers to questions				
OTHER (Evaluator's discretion)				

APPENDIX F

GUIDELINES FOR PERFORMANCE REVIEW RECOMMENDATION

1. The Chair of the Department RTP Committee is responsible for producing the written performance review recommendation. The members of the committee shall provide input and review the document provided by the Chair. All members shall sign the recommendation document.

2. The document shall include evaluative statements, which provide an observable and valid relationship between the criteria (The RTP Standards along with the appropriate Departmental or General Guidelines described in this document) and the faculty member's performance in each of the prescribed categories.

3. These statements should clearly identify areas in which the candidate has met or exceeded the prescribed standards as well as areas in which the candidate may need improvement.

4. The recommendation document shall not contain any reference to corrective action.

APPENDIX G

TRAINING PROCEDURES FOR RTP COMMITTEE MEMBERS

The RTP Coordinator, in co-ordination with the Academic Senate Chair, and the CFA Chapter President, shall ensure that all members of the Senate and Department RTP Committees have received training in the RTP procedures as set forth in this appendix.

1. Members of Senate and Department RTP Committees are required to first read the approved RTP Policy in its entirety.

2. The current Bargaining Agreement shall be reviewed for possible conflicts with the approved Cal Maritime RTP policy and procedures document. The CFA Chapter President shall ensure that all such conflicts are resolved prior to commencement of the RTP process.

3. When all Department RTP Committee members have verified that they read the RTP Policy document, the Department Chair shall hold a meeting with the Committee members.

   (a). The Department Chair shall ensure that each member of the Department RTP Committee is familiar with the provisions of the RTP policy as concern confidentiality of information.

   (b). The Department Chair shall stress to each member of the Department RTP Committee that each candidate must be judged on the information included in the WPAF, and that it is the responsibility of the Department RTP Committee to ensure that all required documentation is included in each candidate's WPAF.

   (c). The Department Chair shall ensure that each Department RTP Committee member understands that each candidate deserves a fair and impartial review, and that committee members must take into account the diversity of teaching assignments and maintain open-mindedness.

   (d). The Department Chair shall ensure that each committee member understands the use of the appendix forms to help quantify the candidate's WPAF.

4. When all Senate RTP Committee members have verified that they read the RTP Policy document, the Senate RTP Committee Chair shall hold a meeting with the Committee members.

   (a). The Chair shall ensure that each member of the Senate RTP Committee is familiar with the provisions of the RTP policy as concern confidentiality of information.

   (b). The Chair shall stress to each member of the Senate RTP Committee that each candidate must be judged on the information included in the WPAF, and that it is the responsibility of the Senate RTP Committee to ensure that all required documentation is included in each candidate's WPAF.

(c). The Chair shall ensure that each Senate RTP Committee member understands that each candidate deserves a fair and impartial review, and that committee members must take into account the diversity of teaching assignments and maintain open-mindedness, especially for candidates outside their discipline.

(d). The Chair shall ensure that each committee member understands the use of the appendix forms to help quantify the candidate's WPAF.

APPENDIX H

PERIODIC EVALUATION FACULTY ACTIVITY REPORT

Please provide the following information regarding your activities during the period since your last performance review (including the semester in which that review began):

1. **Effectiveness in Teaching**

   Teaching Load: (courses, sections, enrollments)

   Student Evaluations: (summary of evaluations since last Performance Review)

   Pedagogical Growth and Development Efforts:

   Other:

2. **Service to Students and the University**

   Service to Students:

   Service to the Department:

   Service to the University:

   Service to the Profession:

   Other:

3. **Scholarly, Creative & Professional Achievement**

Scholarly Activities:

Creative Activities:

Professional Activities:

Other:

I attest that the above is accurate and true, to the best of my knowledge.

Signed: _____ Date: _____

APPENDIX I

PERIODIC EVALUATION FORM

Faculty Name:

Department:

Probationary Year:

Department RTP Committee Evaluation: (Please comment briefly on how the faculty member is progressing toward their next Performance Review)

_____

Signature/Date

_____

Signature/Date

_____

Signature/Date

Department Chair Evaluation: (Please comment briefly on how the faculty member is progressing toward their next Performance Review)

Signature/Date

Appropriate Academic Dean Evaluation: (Please comment briefly on how the candidate is progressing toward their next Performance Review)

Signature/Date

APPENDIX J

GENERAL RTP GUIDELINES

IN LIEU OF DEPARTMENTAL GUIDELINES

A. Effectiveness in Teaching

A faculty member's teaching effectiveness may be demonstrated by documentary evidence of the ability to select appropriate course materials, to present course content effectively, and to make significant demands upon the intelligence and industry of students. Such documentary evidence shall consist of impartially administered course and instructor evaluations completed by students. Documentary evidence shall also include reports of classroom visits by other faculty members, samples of student work evaluated by the candidate, course syllabi, examinations, and supplementary materials. Additional evidence of teaching effectiveness may include, but is not limited to:

1. Use of creative and/or innovative techniques to adapt course content to reflect changes and progress in the subject matter within an area

2. Initiation of and participation in student-oriented seminars, colloquia, workshops, exhibitions, design projects, dramatic performances, debates, forums, and the like

3. The development and presentation of new courses and activities as demonstrated by:

    a. Specimen course outlines
    b. Preliminary investigations into necessary library sources and equipment
    c. Acceptance of the new courses or activities by faculty colleagues, students, or the Curriculum Committee

4. Advising and counseling effectiveness

5. Student achievement and the recognition thereof as demonstrated by awards, fellowships, publications, exhibits, performances, vocational employment or entry into professional training or graduate programs, when the student achievement derives, in part, from the faculty's guidance and instructional effectiveness

6. Supervision of undergraduate students engaged in independent study as evidenced by program reports

B. Service to Students, the University, and the Greater Academic Community

Faculty members shall also be evaluated based upon their record of service on behalf of their students, their department, the university, and the greater academic community, at large. Such service may include, but is not limited to:

1. Career and academic student counseling, advising and/or mentoring

2. Mentoring professional colleagues, related to their effectiveness within their academic or administrative assignments

3. Administrative activities such as scheduling, program coordination or other special assignments

4. Participation in the governance of the Institution (at the department, university or system-wide level)

5. Service as a department chair

6. Service on committees, at the department or university level

7. Operational activities (such mini-cruise)

8. Service to the community, state, nation, or international community in a capacity related to the faculty member's discipline and requiring the application of the faculty member's professional knowledge or skills, including, but not limited to:

    a. Service on editorial boards or as editor of a professional journal or newsletter

    b. Service on system-wide committees, task forces or inter-segmental associations or groups

9. Activities that enhance the university's ability to serve the needs of an ethnically diverse and non-traditional student body

C. Scholarly, Creative and/or Professional Achievement

Scholarly, creative, and/or professional achievement within a faculty member's discipline or professional community is required for a member of the faculty to receive a positive recommendation of retention, tenure, or promotion. The nature of the expected contributions will vary depending upon a faculty member's discipline, professional interests,

and overall academic assignment. Scholarly, creative and/or professional achievement must be documented if it is to be assessed properly and used in faculty personnel recommendations.

1. Scholarly Achievement:

Scholarly achievement may include, but is not limited to the following:

a. Publication in professional journals or in the form of works published by publishing houses of repute, together with any pertinent reviews of published works

b. Contributions in the form of critiques such as reviews for national periodicals, newspapers, or other communication media

c. Contributions at professional conferences, seminars, workshops, institutes, or special programs

d. An active program of scholarly or creative work in progress, appropriate to the discipline

e. Creation of software, appropriate to the discipline

f. Development of curricula or curricular materials for one's disciplinary field, such developments evidencing genuine scholarship

g. Scholarly achievement in the course of supervising student research, such achievement reflective of genuine scholarship

h. Receipt of awards, prizes, fellowships, or grants related to one's academic role

i. Presentation of public lectures within a candidate's discipline

2. Creative Achievement

Creative achievement may include, but is not limited to the following:

a. Creation of an original work of fiction, drama, or poetry

b. Performances in the performing arts

c. Exhibitions in the graphic arts

d. Patented inventions or discoveries; within one's discipline

3. Professional Achievement

Professional achievement may include, but is not limited to the following:

a. Selection for leadership rolls on behalf of professional associations, meetings, panels, activities or workshops

b. Acquisition of documented expertise in either the technical or academic aspects of a faculty member's discipline (licenses, certificates, college credit, etc.)

c. Consulting within areas tied to one's professional discipline

d. Selection for service on editorial boards or as editor of a professional journal or newsletter

e. Selection as reviewer for publishers or other agencies or associations

f. Receipt of honors and awards

APPENDIX K

DEPARTMENTAL RTP GUIDELINES

ACADEMIC SENATE **POLICY 526: APPENDIX K**

ISSUE DATE: 9/9/09 REVISION DATE:	POLICY: LIBRARY RTP DEPARTMENTAL GUIDELINES
REFERENCE: POLICY 526	
APPROVED: 9-9-09 President, California Maritime Academy Chair, Academic Senate Chair, Senate Policy Committee Director, Library	

The administration, faculty, and staff of the Academy's Library is committed to the principles, goals, and spirit of *Faculty Senate Policy No. 526: Retention, Tenure & Promotion*, and fully expects the faculty to demonstrate performance within their professional assignment at levels at least as high as those acceptable among their colleagues at Cal Maritime and other libraries within the California State University.

Library faculty members have responsibilities and performance expectations that are unique among the faculty in higher education, and it is important that these be understood in the context of evaluations of their efforts within their professional assignment. For instance, while teaching is crucial to overall library service at Cal Maritime, the classroom-teaching load of library faculty is not as extensive as faculty in other disciplines because librarians have additional service and scholarship responsibilities that are intrinsic to their profession and to the overall day-to-day operation of the Cal Maritime Library. Indeed, many academic librarians do not teach in the classroom setting at all. Depending upon the institution, library faculty assignments may include reference services (one-to-one instruction), access services, technical services, collection development, or even roles of coordinating, managing, assessing or leading certain aspects of library operations.

This document is intended to supplement *Faculty Senate Policy No. 526: Retention, Tenure & Promotion* through reference to the mission statement of the Library department and to explain how a librarian's performance of duties address the general requirements of teaching effectiveness, service, and scholarly, creative, and/or professional activities and achievements. These Library RTP Guidelines do not change the applicability of "General RTP Guidelines for Review", *Appendix J* of *Faculty Senate Policy No. 526: Retention, Tenure & Promotion*. Rather, these guidelines are designed to assist reviewing officials by providing an overview of the nature of library work at Cal Maritime and of the type of activities with which library faculty will be engaged.

Basic Areas of Evaluation

A. Teaching Effectiveness

Teaching is of utmost importance to overall library service at Cal Maritime. The advancement of learning, the development of information fluency, and the provision of excellent instruction are listed among the core values and mission statement of the Department's Strategic Plan. The Library is committed to providing excellent instructional services to Cal Maritime students, faculty and staff, and to properly assessing the effectiveness of those services in a manner consistent with *Appendix J* of *Faculty senate Policy 526: Retention, Tenure, & Promotion.*

However, the instructional roles of library faculty differ from that of faculty in other disciplines who traditionally teach more full-term courses in classroom settings. A full teaching load in other disciplines is traditionally determined by the amount of in-class credit hours a faculty member is assigned per semester, whereas the total teaching load of library faculty can involve a patchwork of instructional modes that is challenging to quantify in the traditional credit-hour format.

Over the course of a semester, Library faculty at Cal Maritime may be responsible for teaching full-term credit bearing courses like *LIB 100: Information Fluency in the Digital World*, while simultaneously providing instructional sessions within a variety of courses throughout the curriculum. Library faculty may engage in teaching at the Library Service Desk in one-to-one or small group situations as well as teaching via office consultations and online systems (virtual chat, IM, blogs, wiki's, email, etc.).

As part of the curriculum-integrated information fluency instruction program at Cal Maritime, library faculty frequently engages in instructional sessions in classroom settings that address the information fluency goals required of students. Librarians also provide sessions in classroom settings that are designed to be responsive to students' needs in conjunction with specific research projects or skills acquisition. Outside of the formal classroom environment, librarians act as teachers through one-to-one reference interactions with library patrons. These individualized instruction sessions address the immediate needs of a researcher in the context of a specific project, and often provide a context for promoting a greater understanding of the access, evaluation, and ethical use of information in modern society. For a library faculty, the percentage of total workload spent teaching is usually less than that of faculty in the departmental disciplines, but librarians may have personalized instructional interactions with a broad range of the student population.

B. Service to the Academy and Academic Community

The Cal Maritime Library Mission Statement is to "support the mission and programs of the academy through acquisition and management of academic information resources, the development of information fluency, and the provision of excellent services to library users." This statement underlies the commitment to institutional and professional service that is inherent to the library profession. Library faculty members are expected to

demonstrate effectiveness in service areas such as those suggested in *Appendix J* of the *Faculty Senate Policy No. 526: Retention, Tenure & Promotion*.

In order to provide context for the academic evaluation of the service component of library faculty within their professional assignment, it is necessary to explain some of the service activities that are unique to librarianship. For instance, because the Library does not offer major or minor degree programs, its faculty members are not involved in the service activity of career and academic student counseling. However, library faculty do engage in service roles traditionally adopted by faculty in other disciplines, such as participation on institutional and discipline-specific committees, mentoring of professional colleagues, program coordination and administrative duties. In addition to these traditional service areas, library faculty members are often responsible for serving their institution through other activities unique to the profession.

For example, a unique service component is the acquisition and management of academic information resources. This area is often referred to as "collection development" among librarians, and encompasses the process of both selecting new books, audiovisual and digital resources to enhance the Library's collection, and removing materials which are no longer of value. Librarians must establish and maintain detailed policies and consistent practices that govern these processes, and are often responsible for acting as liaisons to academic departments in order to ensure that the current and future needs of students and faculty are adequately supported by the Library's collection.

There are several other examples of unique activities in which the library faculty may be engaged in service for the academy and the academic community. Much of an academic librarian's time may be spent ensuring patron access to essential information resources through onsite collections, electronic networks, and cooperative agreements. This may involve the development and maintenance of the Library research portal, problem-solving the access issues related to existing subscription technologies, or the creation and/or organization of print and digital materials that enhance the experience of library users (wikis, blogs, information networks, media stations, etc.). It may also involve the development of book and materials record schemes, accompanying metadata, and properly applying classification standards.

Other library service activities may arise within the context of a library faculty member's position description and library work plans.

C. Scholarly, Creative and/or Professional Achievements

The importance of contributing to the library profession and to the advancement of knowledge is listed among the core strategic directions stated in the Library's Strategic Plan. As faculty members, librarians strive to advance the knowledge of their professional field and to support the continuous development of both their academic institution and Library through many of the traditional means detailed in *Appendix J* of *Faculty Senate Policy 526: Retention, Tenure, and Promotion*. This may include active participation on local and professional committees and organizations, publication in professional journals; contributions at professional conferences, seminars, workshops, institutes, or special programs; the development of curricula or curricular materials;

consulting within areas tied to one's professional discipline; contributing as reviewers for publishers of other agencies or associations; or even the receipt of awards, prizes, fellowships, or grants.

It should be noted that all library faculty at this institution are required to take on a range of professional activities. Scholarly, creative, and/or professional achievement activities will need to take place within the context of a library faculty member's position description and library work plans. The methods of scholarly, creative, and/or professional achievement activities will remain consistent with those undertaken by faculty in other disciplines, yet the activities will have a unique focus to librarianship and the activities of the Cal Maritime Library at a given time.

The scholarly activities of some library faculty may be focused on the development, assessment and improvement of technical services rather than the development of curricula or assessment of academic learning methodology. Additionally, depending upon their library responsibilities and interest, some library faculty may focus their scholarly, creative, and/or professional activities on the development of software geared toward the access, storage, manipulation or use of information; the promotion of information access, retrieval, and use issues such as copyright, plagiarism, or digital illiteracies; development of educational displays; development and management of library events or new library services; or even the assessment of the effectiveness of new or ongoing Library operations and services.

THE CALIFORNIA MARITIME ACADEMY

ACADEMIC SENATE **POLICY NO. 526: APPENDIX K**

ISSUE DATE: 7/12/10 **REVISION DATE:**	**POLICY: ABS SCHOOL OF MARITIME POLICY AND MANAGEMENT RTP GUIDELINES**
REFERENCE:	
APPROVED: 7.7.10 **President, California Maritime Academy**	
SUBMITTED: 5/26/10 **Chair, Academic Senate**	

The ABS School of Maritime Policy and Management is dedicated to issues of Global Maritime Policy, International Business and Management, History, Culture, Communications and Social Responsibility. ABS faculty seek to infuse critical thinking, problem solving, effective communication, teamwork and ethics into rounded Global Maritime Policy and International Business and Logistics curricula. We are Pacific Rim focused and are particularly strong in areas that make our global degrees relevant in today's marketplace, including maritime security, environmental, economic, humanitarian relief, transportation logistics and global business and international management issues. Students in the degree and minor programs develop an interdisciplinary understanding of the maritime domain, a unique perspective on the interdependencies between maritime policy and the management of the global transportation supply chain, and the ethical, communication and critical thinking skills needed to make positive contributions in today's challenging and dynamic global environment. In support of this vision, ABS faculty are expected to be experts in their academic fields, demonstrated by the pursuit of peer-reviewed publications in their areas of expertise.

A. Effectiveness in Teaching

A faculty member's teaching effectiveness may be demonstrated by documentary evidence of the ability to select appropriate course materials, to present course content effectively, and to make significant demands upon the intelligence and industry of students. Such documentary evidence shall consist of impartially administered course and instructor evaluations completed by students. Documentary evidence shall also include reports of classroom visits by peers, samples of student work evaluated by the candidate, course syllabi, examinations, and supplementary materials. Additional evidence of teaching effectiveness may include, but is not limited to:

1. Use of creative and/or innovative techniques to adapt course content to reflect changes and progress in the subject matter within an area

2. Initiation of and participation in student oriented seminars, colloquia, workshops, exhibitions, design projects, dramatic performances, debates, forums, and the like

3. The development and presentation of new courses and activities as demonstrated by:

    a. Specimen course outlines

    b. Preliminary investigations into necessary library sources and equipment

    c. Acceptance of the new courses or activities by faculty colleagues, students, or the Curriculum Committee

4. Advising and counseling effectiveness

5. Student achievement and the recognition thereof as demonstrated by awards, fellowships, publications, exhibits, performances, vocational employment or entry into professional training or graduate programs, when the student achievement derives, in part, from the faculty's guidance and instructional effectiveness

6. Supervision of undergraduate students engaged in independent study as evidenced by program reports

B. Service to Students, the Academy, and the Greater Academic Community

Faculty members shall also be evaluated based upon their record of service on behalf of their students, their department, the Academy, and the greater academic community, at large. Such service may include, but is not limited to:

1. Career and academic student counseling, advising and/or mentoring

2. Mentoring professional colleagues, related to their effectiveness within their academic or administrative assignments

3. Administrative activities such as scheduling, program coordination or other special assignments

4. Participation in the governance of the Institution (at the Department, Academy or system-wide level)

5. Service as a department chair

6. Service on committees, at the Department or Academy level

7. Service to the community, state, nation, or international community in a capacity related to the faculty member's discipline and requiring the application of the faculty member's professional knowledge or skills, including, but not limited to:

   a. Service on editorial boards or as editor of a professional journal or newsletter

   b. Service on system-wide committees, task forces or inter-segmental associations or groups

8. Activities that enhance the Academy's ability to serve the needs of an ethnically diverse and nontraditional student body

C. Scholarly, Creative and/or Professional Achievement

Scholarly, creative, and/or professional achievement within a faculty member's discipline or professional community is required for a member of the faculty to receive a positive recommendation of retention, tenure, or promotion. The nature of the expected contributions will vary depending upon a faculty member's discipline, professional interests, and overall academic assignment. Scholarly, creative and/or professional achievement must be documented if it is to be assessed properly and used in faculty personnel recommendations.

1. Scholarly Achievement: The ABS School of Maritime Policy and Management has the expectation of peer-reviewed publications for all faculty under review for retention, tenure and/or promotion. (Probationary faculty hired prior to 2010 may opt out of this expectation.) Scholarly achievement may include, but is not limited to the following:

    a. Publication in professional journals or in the form of works published by publishing houses of repute, together with any pertinent reviews of published works; this includes peer-reviewed publications appearing in an online format

    b. Contributions in the form of critiques such as reviews for national periodicals, newspapers, or other communication media

    c. Contributions at professional conferences, seminars, workshops, institutes, or special programs

    d. An active program of scholarly or creative work in progress, appropriate to the discipline

    e. Creation of software or web-work, appropriate to the discipline

    f. Development of curricula or curricular materials for one's disciplinary field, such developments evidencing genuine scholarship

    g. Scholarly achievement in the course of supervising student research, such achievement reflective of genuine scholarship

    h. Receipt of awards, prizes, fellowships, or grants related to one's academic role

    i. Presentation of public lectures within a candidate's discipline

2. Creative Achievement:

    Creative achievement may include, but is not limited to the following:

    a. Creation of an original work of fiction, drama, or poetry

    b. Performances in the performing arts

    c. Exhibitions in the graphic arts

3. Professional Achievement:

   Professional achievement may include, but is not limited to the following:

   a. Selection for leadership roles on behalf of professional associations, meetings, panels, activities or workshops

   b. Consulting within areas relevant to discipline

   c. Selection for service on editorial boards or as editor of a professional journal or newsletter

   d. Selection as reviewer for publishers or other agencies or associations

   e. Receipt of honors and awards

ACADEMIC SENATE **POLICY NO. 526: APPENDIX K**

ISSUE DATE: 4/12/10 **REVISION DATE:**	**POLICY: ENGINEERING TECHNOLOGY DEPARTMENT RTP GUIDELINES FOR MVIs**
REFERENCE:	
APPROVED: **_____/_4/12/10__** **President, California Maritime Academy**	
SUBMITTED: **_____/_4/10/10_** **Chair, Academic Senate**	

In order to meet the educational objectives of the California Maritime Academy, including licensing of third assistant engineers in the US Merchant Marine, the faculty of the Department of Engineering Technology may include probationary and tenured maritime vocational instructors.

The timelines and standards for retention, tenure and promotion of maritime vocational instructors in the Department of Engineering Technology shall be the same as the established timelines and standards for probationary and tenured faculty, except a Bachelor's Degree in an appropriate discipline and an unlimited first assistant or chief engineer license with significant sea service in grade will be the normal terminal qualification for a maritime vocational instructor. Maritime vocational lecturers with significant teaching experience in the Department when these guidelines become effective shall not be excluded from consideration for a maritime vocational instructor position solely on the basis of their license grade.

The procedures for performance review and periodic evaluation of maritime vocational instructors in the Department of Engineering Technology shall be the same as the established procedures for probationary and tenured faculty, except the following

retention, tenure and promotion guidelines shall be applied to maritime vocational instructors.

A. Effectiveness in Teaching

A maritime vocational instructor's teaching effectiveness may be demonstrated by documentary evidence of the ability to select appropriate course materials, to present course content effectively, and to make significant demands upon the intelligence and industry of students. Such documentary evidence shall consist of impartially administered course and instructor evaluations completed by students. Documentary evidence shall also include reports of classroom visits by other faculty members, samples of student work evaluated by the candidate, course syllabi, examinations, and supplementary materials. Evidence of teaching effectiveness may include, but is not limited to:

1. Use of creative and/or innovative techniques to adapt course content to reflect changes and progress in the subject matter within an area

2. Initiation of and participation in student-oriented seminars, colloquia, workshops, exhibitions, design projects, simulations, and the like

3. The development and presentation of new courses and activities as demonstrated by:

    a. Specimen course outlines

    b. Preliminary investigations into necessary library resources, simulation capabilities and instructional equipment

    c. Acceptance of the new courses or activities by faculty colleagues, students, or the Curriculum Committee

    d. Industry training through extended learning

4. Advising and counseling effectiveness

5. Student achievement and the recognition thereof as demonstrated by awards, fellowships, publications, exhibits, performances, vocational employment or entry into professional training or graduate programs, when the student achievement derives, in part, from the maritime vocational instructor's guidance and instructional effectiveness

6. Supervision of undergraduate students engaged in independent study as evidenced by program reports

B. Service to Students, the Academy, and the Greater Academic Community

Maritime vocational instructors shall also be evaluated based upon their record of service on behalf of their students, the Engineering Technology Department, the Academy, and the greater academic community, at large. Such service may include, but is not limited to:

1. Career and personal student counseling, advising and/or mentoring

2. Mentoring professional colleagues, related to their effectiveness within their academic or administrative assignments

3. Administrative activities such as scheduling, program coordination or other special assignments. Significant administrative activities in the Department of Engineering Technology include:

    a. Coordination of the STCW Program

        1) Maintenance of Department STCW documentation

        2) Quality assurance for Department STCW competency assessments

    b. Coordination of the Sea Training Program

        1) Development and coordination of the training rotation plan and engineering cruise calendar

        2) Development of CRU 150 and CRU 350 practical training curricula and procurement of associated training materials

        3) Preparation of the STCW documentation for CRU 150 and CRU 350 including assessment guidelines and completion record books

        4) Preparation of the Engineering Cruise Faculty Handbook

        5) Participation in the selection process of corps of cadets engineering leadership positions (chief engineer, first assistant engineer and second assistant engineer)

6) Supervision of engineering cadet preparations for cruise, including generation of the cadet watch bill, cadet day work assignments and the mini-cruise training program

c. Coordination of the Commercial Cruise Program

1) Academic screening of cadets enrolled in commercial cruise

2) Development of the CRU 250 project instruction

3) Liaison with Career Center for engineering cadet placement aboard commercial vessels

4) Evaluation of commercial cruise projects and assignment of CRU 250 grades

4. Participation in the governance of the Institution (at the Department, Academy or system-wide level)

5. Service as Department Chair

6. Service on committees, at the Department or Academy level

7. Operational activities as a licensed marine engineer (such as propulsion plant simulator demonstrations, Training Ship day-on-the-bay excursions, mini-cruise and summer training cruises)

8. Service to the community, state, nation, or international community in a capacity related to marine engineering technology and requiring the application of the maritime vocational instructor's professional knowledge or skills, including, but not limited to:

a. Service on editorial boards or as editor of a professional journal or newsletter

b. Service on system-wide committees, task forces or inter-segmental associations or groups

c. Service on a pedagogical or regulatory board or conference

9. Activities that enhance the Academy's ability to serve the needs of an ethnically diverse and non-traditional student body

10. Active membership and service within a professional society, such as IMLA, IEEE, ISA and SNAME, to broaden educational opportunities for students in fields related to marine engineering technology

11. Service as a faculty advisor to an ASCMA club or coach of an intercollegiate sport

C. Scholarly, Creative and/or Professional Achievement

Scholarly, creative, and/or professional achievement in marine engineering technology or the professional maritime community is required for a maritime vocational instructor to receive a positive recommendation of retention, tenure, or promotion. The nature of the expected contributions will vary depending upon an maritime vocational instructor's professional interests, and overall academic assignment. Scholarly, creative and/or professional achievement must be documented if it is to be assessed properly and used in faculty personnel recommendations.

1. Scholarly Achievement:

Scholarly achievement may include, but is not limited to the following:

a. Publication in professional journals or in the form of works published by publishing houses of repute, together with any pertinent reviews of published works

b. Contributions in the form of critiques such as reviews for national periodicals, newspapers, or other communication media

c. Contributions at professional conferences, seminars, workshops, institutes, or special programs

d. An active program of scholarly or creative work in progress, appropriate to marine engineering technology

e. Creation of software, appropriate to marine engineering technology

f. Development of curricula or curricular materials for marine engineering technology instruction evidencing genuine scholarship

g. Scholarly achievement in the course of supervising student research reflective of genuine scholarship

h. Receipt of awards, prizes, fellowships, or grants related to one's academic role

i. Presentation of public lectures or presentations related to marine engineering technology

j. Submission of special project proposals, approval of grants and completion of funded research or engineering development related to marine engineering technology or maritime education

2. Creative Achievement:

Creative achievement may include, but is not limited to the following:

a. Creation of or contributing to an original marine engineering technology text

b. Investigation of a modern technology application in a marine engineering system (applications engineering)

c. Development of a new propulsion plant simulation capability or laboratory model of a marine engineering system for instructional purposes

d. Patented inventions or discoveries; related to marine engineering technology

e. Development of innovative simulation exercises

3. Professional Achievement:

Professional achievement may include, but is not limited to the following:

a. Selection for leadership roles on behalf of professional associations, meetings, panels, activities or workshops

b. Acquisition of documented expertise in either the technical or academic aspects of marine engineering technology (licenses, certificates, college credit, etc.)

c. Consulting within areas tied to marine engineering technology

d. Selection for service on editorial boards or as editor of a professional journal or newsletter

e. Selection as reviewer for publishers or other agencies or associations

f. Receipt of honors and awards

g. Fellowship or sabbatical as an observer in a marine or shore-side industrial plant or facility

THE CALIFORNIA MARITIME ACADEMY

ACADEMIC SENATE **POLICY NO. 526: APPENDIX K**

ISSUE DATE: **REVISION DATE:**	**POLICY: MARINE TRANSPORTATION DEPARTMENT RTP GUIDELINES FOR MVIs**
REFERENCE:	
APPROVED: _____/_____ **President, California Maritime Academy**	
SUBMITTED: _____/_____ **Chair, Academic Senate**	

In order to meet the educational objectives of the California Maritime Academy, including licensing of third mates in the US Merchant Marine, the faculty of the Department of Marine Transportation may include probationary and tenured maritime vocational instructors.

The timelines and standards for retention, tenure and promotion of maritime vocational instructors in the Department of Marine Transportation shall be the same as the established timelines and standards for probationary and tenured faculty, except a Bachelor's Degree in an appropriate discipline and an unlimited U.S. Chief Mate license with significant sea service in grade, or an unlimited U.S. Third Mate license with a 1600 ton Master Oceans license with significant sea service in grade, or an unlimited U.S. Third Mate license with a Master of Towing license with significant sea service in grade, or an unlicensed U.S. documented Able Seaman – unlimited with exceptional sea service in grade will be the normal terminal qualification for a maritime vocational instructor. Maritime vocational lecturers with significant teaching

experience in the Department when these guidelines become effective shall not be excluded from consideration for a maritime vocational instructor position solely on the basis of their license grade.

The procedures for performance review and periodic evaluation of maritime vocational instructors in the Department of Marine Transportation shall be the same as the established procedures for probationary and tenured faculty, except the following retention, tenure and promotion guidelines shall be applied to maritime vocational instructors.

A. Effectiveness in Teaching

A maritime vocational instructor's teaching effectiveness may be demonstrated by documentary evidence of the ability to select appropriate course materials, to present course content effectively, and to make significant demands upon the intelligence and industry of students. Such documentary evidence shall consist of impartially administered course and instructor evaluations completed by students. Documentary evidence shall also include reports of classroom visits by other faculty members, samples of student work evaluated by the candidate, course syllabi, examinations, and supplementary materials. Evidence of teaching effectiveness may include, but is not limited to:

1. Use of creative and/or innovative techniques to adapt course content to reflect changes and progress in the subject matter within an area
2. Initiation of and participation in student-oriented seminars, colloquia, workshops, exhibitions, design projects, simulations, and the like
3. The development and presentation of new courses and activities as demonstrated by:
    a. Specimen course outlines
    b. Preliminary investigations into necessary library resources, simulation capabilities and instructional equipment
    c. Acceptance of the new courses or activities by faculty colleagues, students, or the Curriculum Committee
    d. Industry training through extended learning

4. Advising and counseling effectiveness
5. Student achievement and the recognition thereof as demonstrated by awards, fellowships, publications, exhibits, performances, vocational employment or entry into professional training or graduate programs, when the student achievement derives, in part, from the maritime vocational instructor's guidance and instructional effectiveness
6. Supervision of undergraduate students engaged in independent study as evidenced by program reports

B. Service to Students, the Academy, and the Greater Academic Community

Maritime vocational instructors shall also be evaluated based upon their record of service on behalf of their students, the Marine Transportation Department, the Academy, and the greater academic community, at large. Such service may include, but is not limited to:

1. Career and personal student counseling, advising and/or mentoring
2. Mentoring professional colleagues, related to their effectiveness within their academic or administrative assignments
3. Administrative activities such as scheduling, program coordination or other special assignments. Significant administrative activities in the Department of Marine Transportation include:
    a. Coordination of the STCW Program
        1) Maintenance of Department STCW documentation
        2) Quality assurance for Department STCW competency assessments
    b. Coordination of the Sea Training Program
        1) Development and coordination of the training rotation plan and deck cruise calendar
        2) Development of CRU 100 and CRU 300 training curricula and procurement of associated training materials
        3) Preparation of the STCW documentation for CRU 100 and CRU 300
        4) Preparation of the Marine Transportation Cruise Faculty Handbook

5) Supervision of deck cadet preparations for cruise, including generation of the cadet watch bill and cadet day work assignments

c. Coordination of the Commercial Cruise Program
   1) Academic screening of cadets enrolled in commercial cruise
   2) Development of the CRU 200/CRU 200L project instruction
   3) Liaison with Career Center for deck cadet placement aboard commercial vessels
   4) Evaluation of commercial cruise projects and assignment of CRU 200/CRU 200L grades

4. Participation in the governance of the Institution (at the Department, Academy or system-wide level)
5. Service as Department Chair
6. Service on committees, at the Department or Academy level
7. Operational activities as a licensed deck officer (such as IBEST, LNG or Full Mission Bridge simulator demonstrations, Training Ship Day-on-the-Bay excursions, mini-cruise and summer training cruises)
8. Service to the community, state, nation, or international community in a capacity related to marine transportation and requiring the application of the maritime vocational instructor's professional knowledge or skills, including, but not limited to:
   a. Service on editorial boards or as editor of a professional journal or newsletter
   b. Service on system-wide committees, task forces or inter-segmental associations or groups
   c. Service on a pedagogical or regulatory board or conference
9. Activities that enhance the Academy's ability to serve the needs of an ethnically diverse and non-traditional student body
10. Active membership and service within a professional society, such as IMLA, IAMU, INSLC, MARSIM and the Nautical Institute, to broaden educational opportunities for students in fields related to marine transportation

11. Service as a faculty advisor to an ASCMA club or coach of an intercollegiate sport

C. Scholarly, Creative and/or Professional Achievement

Scholarly, creative, and/or professional achievement in marine transportation or the professional maritime community is required for a maritime vocational instructor to receive a positive recommendation of retention, tenure, or promotion. The nature of the expected contributions will vary depending upon a maritime vocational instructor's professional interests and overall academic assignment. Scholarly, creative and/or professional achievement must be documented if it is to be assessed properly and used in faculty personnel recommendations.

1. Scholarly Achievement:

Scholarly achievement may include, but is not limited to the following:

a. Publication in professional journals or in the form of works published by publishing houses of repute, together with any pertinent reviews of published works
b. Contributions in the form of critiques such as reviews for national periodicals, newspapers, or other communication media
c. Contributions at professional conferences, seminars, workshops, institutes, or special programs
d. An active program of scholarly or creative work in progress, appropriate to marine transportation
e. Creation of software appropriate to marine transportation
f. Development of curricula or curricular materials for marine transportation instruction evidencing genuine scholarship
g. Scholarly achievement in the course of supervising student research reflective of genuine scholarship
h. Receipt of awards, prizes, fellowships, or grants related to one's academic role
i. Presentation of public lectures or presentations related to marine transportation

j. Submission of special project proposals, approval of grants and completion of funded research related to marine transportation or maritime education

2. Creative Achievement:

Creative achievement may include, but is not limited to the following:

a. Creation of or contributing to an original marine transportation text
b. Investigation of a modern technology applications in marine transportation
c. Development of a new IBEST, LNG or Full Mission Bridge simulation capability or laboratory model of a marine transportation system for instructional purposes
d. Patented inventions or discoveries related to marine transportation
e. Development of innovative simulation exercises and strategies to include simulation components within standard course curricula

3. Professional Achievement:

Professional achievement may include, but is not limited to the following:

a. License upgrades or operational endorsement upgrades to licenses already held
b. Selection for leadership roles on behalf of professional associations, meetings, panels, activities or workshops
c. Acquisition of documented expertise in either the technical or academic aspects of marine transportation (licenses, certificates, college credit, etc.)
d. Consulting within areas tied to marine transportation
e. Selection for service on editorial boards or as editor of a professional journal or newsletter
f. Selection as reviewer for publishers or other agencies or associations
g. Receipt of honors and awards
h. Sabbatical as an observer in a marine or shoreside marine transportation-related facility or business

RTP Policy 01-004 APPENDIX K: Department of Culture and Communication RTP Guidelines

This document is intended to supplement Faculty RTP Policy 01-004 and to address the general expectations for Culture and Communication faculty members' performance of duties. The following sections specify the requirements of teaching effectiveness, service, and scholarly, creative and/or professional activities and achievements for retention, tenure and promotion.

A. Effectiveness in Teaching

The Department of Culture and Communication seeks to fairly and comprehensively evaluate our colleagues' teaching effectiveness through a variety of metrics including: institutional evaluations completed by students, classroom observations conducted by peers, review of teaching materials, and responsiveness to formal assessment of student learning. As a baseline, the department requires faculty to possess an earned terminal degree in the discipline (or a closely related discipline) before being assigned to teach a course. We strongly encourage faculty to remain active and current with advances in their fields so that their teaching can be responsive to recent developments (see section "C" below).

For retention, the Department of Culture and Communication expects its faculty to demonstrate a rising level of teaching effectiveness evidenced by course evaluations, classroom observation reports, and responsiveness to course assessment data. Faculty members must also demonstrate responsiveness to formal and informal feedback, and the ability to make effective changes to teaching style and materials where necessary. Junior faculty are strongly encouraged to visit the classrooms of other faculty members.

For promotion and tenure, the Department expects its faculty to demonstrate a superior level of teaching effectiveness evidenced by course evaluations, classroom observation reports, and responsiveness to course assessment data. Faculty must show evidence of their ability to select appropriate course materials, to present course content effectively, and to make significant demands upon the intelligence and industry of students with a level of rigor that prepares students for progression in their degree plan. Additionally, faculty are expected to maintain an ongoing commitment to continuous improvement of pedagogy, including a vision for the development of their teaching in the future.

For promotion to full professor, a faculty member must demonstrate a superior level of teaching effectiveness and plan for continuous improvement as described above. Additionally, faculty should seek opportunities to improve teaching throughout the department and the school through activities such as: leadership in campus or professional workshops on pedagogy, mentorship of junior colleagues, cross-departmental collaboration, or creation of faculty learning communities.

Documentary evidence of teaching effectiveness **at all levels of review** must include:

- a classroom visit report completed by a departmental RTP committee member
- a classroom visit report completed by another faculty member
- course materials (including but not limited to: syllabi and a selection of representative assignments and lesson plans)
- assessment plans and data
- samples of student work evaluated by the candidate
- instructor and course evaluations from students

Additional documentary evidence of teaching effectiveness **at all levels of review** may also include, but is not limited to:

- additional classroom visit reports completed by other members of the faculty
- reports of visits to other faculty members' classrooms
- solicited and unsolicited letters written by former students
- active participation in campus or professional development workshops on pedagogy
- evidence of development of new courses and programs, including interdisciplinary collaboration

B. Service to the Department, the Academy, and the Greater Academic Community

Faculty members shall also be evaluated based upon their record of service on behalf of their department, the university, and their academic community. Because a faculty member's knowledge and familiarity with our university and policies typically increases with time, we consider a healthy trajectory for a faculty member's service to begin at the departmental level, and to expand to more campus-wide committees and activities as a faculty member gains seniority. In addition to their service to the department and university, we also expect our faculty to provide service to the greater academic community at levels commensurate with their professional experience.

For retention, the Department of Culture and Communication expects its faculty to be demonstrably active in the life of the department. Such activities may include, but are not limited to: departmental administrative work (including but not limited to program coordination, maintenance of departmental policies and records, and other special assignments), active participation in cultural programming and department-sponsored events, strategic planning, communicating and promoting the mission of the department (on campus or through various media).

For promotion and tenure, the Department expects its faculty to be demonstrably active in the life of the department, the school, and the university. At this point in their career, faculty are expected to assume leadership roles within the department and, in particular, to mentor junior departmental colleagues. In addition to the activities expected for retention, faculty should participate actively in campus-wide shared governance. Such activities may include, but are not limited to: service on committees at the department, school or university level; service on system-wide committees, task forces or intersegmental associations or groups; and participation in campus activities that enhance the university's ability to serve the needs of an ethnically diverse and non-traditional student body. Finally, faculty members are expected to serve the wider community in a capacity related to the faculty member's discipline and requiring the application of the faculty member's professional knowledge or skills, including, but not limited to service as a peer reviewer/referee for journals, conferences and other volunteer opportunities that advance scholarly contributions to the candidate's field of expertise.

For promotion to full professor, a faculty member should have served in significant leadership positions on our campus, including but not limited to: chairing the department, serving on the senate executive committee, chairing standing senate committees, actively participating in cabinet-level task forces and ad hoc committees. Faculty members may also participate in system-wide roles (eg. ASCSU committees) and initiatives. Equivalent service to the wider community for promotion

to full-professor may include service on editorial boards or as editor of a professional journal or newsletter, or leadership in a scholarly society or organization.

C. Scholarly, Creative, and/or Professional Achievement

Scholarly, creative, and/or professional achievement within a faculty member's discipline or professional community is required for a member of the faculty to receive a positive recommendation of retention, tenure, or promotion. In addition to its intrinsic value, a faculty member's scholarship helps to enliven classroom teaching and provide students with up to the minute course content and pedagogies. The nature of the expected contributions will vary depending upon a faculty member's discipline, professional interests, and overall academic assignment. Scholarly, creative and/or professional achievement must be documented if it is to be assessed properly and used in faculty personnel recommendations.

For retention, the Department of Culture and Communication expects its faculty to maintain an ongoing research program, including a vision for the development of their research in the future. Faculty should document this vision with a research statement describing their current research interests, and the directions they anticipate for their scholarship on the 6-year timeframe.

For promotion and tenure, the Department expects its faculty will publish the results of their research in peer-reviewed journals or books. The standard is a minimum of one substantial article, chapter, (or equivalent) required by the end of the probationary period, along with evidence of an ongoing research trajectory.

For promotion to full professor, a faculty member should have a demonstrated and continuing record of research since promotion to associate, and a minimum of one additional substantial publication after the probationary period.

Additional evidence of an ongoing research program at all levels of review may include, but is not limited to the following:

- Research proposals or grants submitted to internal or external funding agencies
- Contributions in the form of critiques such as reviews for national periodicals, newspapers, or other communication media
- Publication of original works of fiction, drama, or poetry
- Manuscripts submitted to reputable peer-reviewed journals that are currently undergoing editorial or peer-review
- Contributions at professional conferences, seminars, workshops, institutes, or special programs
- Presentation of public lectures within a candidate's discipline
- Performances in the performing arts
- Exhibitions in the graphic arts
- Creation of software or digital products (e.g. DH), appropriate to the discipline
- Receipt of awards, prizes, fellowships, or grants related to one's academic role

POLICY 526 APPENDIX K: Department of Sciences and Mathematics RTP Guidelines

Preamble:
What defines our department is the core mission of: 1) disseminating an accumulated body of knowledge held at present and, 2) contributing new findings, progress and discoveries to that body of knowledge. The two components of this guiding directive are fundamentally and inextricably intertwined. This academic focus to teach what is known and to better understand what is unknown lies at the heart of every institution of higher learning, regardless of specialization or scope, which aspires to join and hold esteem with the larger community of universities.

With this core mission in mind, The Department of Sciences and Mathematics is dedicated to promoting: Effectiveness in Teaching, Service to Students, the University, and the Greater Academic Community and Scholarly, Creative, and/or Professional Achievement in our faculty seeking retention, tenure, and promotion, pursuant to the guidelines defined below.

A. Effectiveness in Teaching

A large and growing body of scholarly work provides evidence that student evaluations of teaching show strong, statistically significant biases based on a teacher's perceived gender, race, and other social factors [1-3]. Additionally, quantitative student responses to questions about a teacher's "effectiveness" have been shown to not accurately reflect a teacher's effectiveness as assessed by more neutral metrics, such as a student's subsequent performance or career success [4-6]. Therefore, although we include student evaluations as part of our RTP evaluation, we seek to more accurately evaluate a teacher's effectiveness through alternative methods outlined below, and de-emphasize the quantitative metrics of the institutional course and instructor evaluations completed by students. For promotion and tenure, a faculty member must demonstrate an exceptional level of teaching effectiveness through documentary evidence of the ability to select appropriate course materials, to present course content effectively, and to make significant demands upon the intelligence and industry of students with a level of rigor that prepares students for progression in their degree plan. Such documentary evidence must include:

1. A report of a visit to the classroom of the faculty member being evaluated completed by a departmental RTP committee member
2. A report of a visit to the classroom of the faculty member being evaluated completed by another faculty member
3. A report written by the faculty member being evaluated of a visit to the classroom of another faculty member
4. Samples of student work evaluated by the candidate
5. Course syllabi
6. Examinations
7. Instructor and course evaluations from students
8. Copies of course assessments of student learning

Additional evidence of teaching effectiveness may include, but is not limited to:

9. Use of creative and/or innovative techniques to adapt course content to reflect changes and progress in the subject matter within an area or in educational pedagogy, in general.
10. Initiation of and participation in student-oriented seminars, colloquia, workshops, exhibitions, design projects, dramatic performances, debates, forums, and the like
11. The development and presentation of new courses and activities as demonstrated by:
    a. Specimen course outlines
    b. Preliminary investigations into necessary library sources and equipment
    c. Acceptance of the new courses or activities by faculty colleagues, students, or the Curriculum Committee
12. Student mentoring activities
13. Student achievement and the recognition thereof as demonstrated by awards, fellowships, publications, exhibits, performances, vocational employment or entry into professional training or graduate programs, when the student achievement derives, in part, from the faculty's guidance and instructional effectiveness
14. Supervision of undergraduate students engaged in independent study as evidenced by program reports
15. Additional evidence of engagement in thinking about teaching

B. Service to Students, the University, and the Greater Academic Community

Faculty members shall also be evaluated based upon their record of service on behalf of their students, their department, the university, and the greater academic community, at large. Because a faculty member's knowledge and familiarity with our university campus and policies typically increases with time, we consider a healthy trajectory for a faculty member's service to begin at the student and departmental level, and to expand to more campus-wide committees and activities as a faculty member gains seniority. For promotion to full professor, we expect a faculty member to have served in significant leadership positions on our campus, such as chairing an influential committee. In addition to their service to the students, department, and university, we also expect our faculty to be providing service to the greater academic community, also at levels commensurate with their professional experience. Examples of service may include, but are not limited to:

1. Career and academic student counseling, advising and/or mentoring
2. Mentoring professional colleagues, related to their effectiveness within their academic or administrative assignments
3. Administrative activities such as scheduling, program coordination or other special assignments
4. Participation in the governance of the Institution (at the Department, University or system-wide level)
5. Service as a department chair
6. Service on committees, at the Department or University level

7. Service to the community, state, nation, or international community in a capacity related to the faculty member's discipline and requiring the application of the faculty member's professional knowledge or skills, including, but not limited to:
    a. Service on editorial boards or as editor of a professional journal or newsletter
    b. Service as a peer reviewer/referee for journals, conferences and other volunteer opportunities that advance scholarly contributions to the candidate's field of expertise.
    c. Service on system-wide committees, task forces or intersegmental associations or groups
8. Activities that enhance the University's ability to serve the needs of an ethnically diverse and non-traditional student body

C. Scholarly, Creative, and/or Professional Achievement

Scholarly, creative, and/or professional achievement within a faculty member's discipline or professional community is required for a member of the faculty to receive a positive recommendation of retention, tenure, or promotion. The nature of the expected contributions will vary depending upon a faculty member's discipline, professional interests, and overall academic assignment. Scholarly, creative and/or professional achievement must be documented if it is to be assessed properly and used in faculty personnel recommendations.

1. Scholarly Achievement: The Department of Sciences and Mathematics expects its faculty to maintain a current research program, and also have a vision for the trajectory of their research into the future. For promotion and tenure, faculty should document this vision with a research statement describing their current research interests, and the directions they anticipate for their scholarship on the ~5 year timeframe. Additionally, the Department of Sciences and Mathematics has the expectation of its faculty publishing the results of their research in reputable peer-reviewed journals within their fields, with a minimum of one publication required by the end of the probationary period to achieve tenure and promotion to associate professor, and a minimum of one additional publication after the probationary period required for promotion to full professor. Additional evidence of scholarly achievement and an ongoing research trajectory may include, but is not limited to the following:

    a. Letters from research collaborators describing the candidate's research contributions during the probationary period
    b. Letters of support from established/prominent scholars in the field of study that inform about the scholarly contributions by the candidate
    c. Research proposals submitted to internal or external funding agencies
    d. Contributions in the form of critiques such as reviews for national periodicals, newspapers, or other communication media
    e. Contributions at professional conferences, seminars, workshops, institutes, or special programs

f. Creation of software, appropriate to the discipline
g. Development of curricula or curricular materials for one's disciplinary field, such developments evidencing genuine scholarship
h. Scholarly achievement in the course of supervising student research, such achievement reflective of genuine scholarship as evidenced by dissemination of that research beyond California State University Maritime Academy campus
i. Receipt of awards, prizes, fellowships, or grants related to one's academic role
j. Presentation of public lectures within a candidate's discipline
k. Manuscripts of professional quality submitted to reputable peer-reviewed journals that are currently undergoing editorial or peer-review

2. Creative Achievement Creative achievement may include, but is not limited to the following:
    a. Creation of an original work of fiction, drama, or poetry
    b. Performances in the performing arts
    c. Exhibitions in the graphic arts
    d. Patented inventions or discoveries; within one's discipline

3. Professional Achievement may include, but is not limited to the following:
    a. Selection for leadership roles on behalf of professional associations, meetings, panels, activities or workshops
    b. Acquisition of documented expertise in either the technical or academic aspects of a faculty member's discipline (licenses, certificates, college credit, etc.)
    c. Consulting within areas tied to one's professional discipline
    d. Selection for service on editorial boards or as editor of a professional journal or newsletter that speaks to the scholarly reputation of the candidate held by peers in their discipline
    e. Selection as reviewer for publishers or other agencies or associations that speaks to the scholarly reputation of the candidate held by peers in their discipline
    f. Receipt of honors and awards

[1] L. MacNell, A. Driscoll and A. N. Hunt; *What's in a Name: Exposing Gender Bias in Student Ratings of Teaching*; Innovative Higher Education, **40**, 291-303 (2015). [DOI]

[2] T. Wolbring and P. Riordan; *How beauty works. Theoretical mechanisms and two empirical applications on students' evaluation of teaching*; Social Science Research, **57**, 253-272 (2016). [DOI]

[3] N. Ambady and R. Rosenthal; *Half a Minute: Predicting Teacher Evaluations From Thin Slices of Nonverbal Behavior and Physical Attractiveness*; Journal of Personality and Social Psychology, **64**, 431-441 (1993). [DOI]

[4] B. Uttl, C. A. White and D. W. Gonzalez; *Meta-analysis of faculty's teaching effectiveness: Student evaluation of teaching ratings and student learning are not related*; Studies in Educational Evaluation, **54**, 22-42 (2017). [DOI]

[5] A. Boring, K. Ottoboni and P. B. Stark; *Student evaluations of teaching (mostly) do not measure teaching effectiveness*; ScienceOpen Research, **0**, 1-11 (2016). [DOI]

[6] C. Wieman; *A Better Way to Evaluate Undergraduate Teaching*; Change: The Magazine of Higher Learning, **47**, 6-15 (2015). [DOI]