STANDARDS AND OPERATING PROCEDURES
FOR
APPOINTMENT AND EVALUATION OF FACULTY

DEPARTMENT OF GEOLOGICAL
AND
ENVIROMENTAL SCIENCES
PERSONNEL COMMITTEE

2007-2008
I. STRUCTURE OF THE GEOLOGICAL AND ENVIRONMENTAL SCIENCES PERSONNEL COMMITTEE

- The Department of Geological and Environmental Sciences (Department) Personnel Committee (Committee) will be constituted according to all appropriate guidelines and regulations that include, but are not limited to, the CBA and FPPP section 5, and will be responsible for reports and recommendations regarding the Retention, Tenure and Promotion (RTP) of faculty at the Department Committee level as prescribed in the FPPP and CBA.
- The membership of the Committee will consist of three to five members. Eligibility for membership on the Committee will be determined in accordance with section 5 and the CBA. The Department Chair may elect to serve on the Committee or as a separate level of review (FPPP section 5).

II. PROCEDURES

- The Committee will operate under, and be knowledgeable of, all appropriate guidelines and regulations that include, but are not limited to, the appropriate CBA articles and the FPPP sections 3, 5, 6, and 8.
- The Committee will meet and select a Committee chair and secretary.
- A quorum consisting of a majority must be present in order for the Committee to conduct business.
- When the Committee meets to vote on the reports and recommendations, all members must vote, either in person or by proxy. Should a member abstain from voting, the member shall submit a written reason for the abstention.
- In RTP matters the Committee will follow the procedures and the special criteria established by and approved for the Department. In the event of any inconsistency between this document and the FPPP or the CBA, the FPPP and/or the CBA will take precedence.
- At least one tenured colleague of equal or greater rank will make a classroom visitation for each RTP candidate. The Department Chair may also visit if serving at an independent level of review. The College Dean may also make a classroom visitation. A written report of each visit will become a part of the personnel file of the candidate. Because an Effective rating in the area of instruction is essential to promotion and tenure, the candidate may request additional mentoring class visits and will have the option of requesting a written visitation report be placed in the Working Personnel Action File (WPAF).
- Periodic evaluations will cover the period since a candidate’s date of hire, previous periodic evaluation or previous performance review, whichever is more recent. Performance reviews for retention will cover the period since the candidate’s date of hire or previous performance review, whichever is more recent (FPPP section 8). Performance reviews for tenure or promotion will cover the period since appointment or since the last promotion, whichever is more recent (FPPP section 8).
• In the consideration of promotion, the review process shall only take into account the candidate’s record of performance for all years since appointment or since closing of the WPAF for the last performance report for promotion, whichever is more recent.

• All Committee members will examine the WPAF of each candidate (FPPP section 5). In accordance with FPPP section 21 and the criteria and standards set forth in the Department RTP document, the committee’s report will include a written evaluation of the evidence contained in the WPAF. The Committee will evaluate candidates based upon the quality, quantity and continuity of their performance as a faculty member within the Department.

• Because the Committee’s report can only be based upon evidence contained within the WPAF (FPPP section 3), the Committee, upon request by the candidate, will assist the candidate in making certain that the WPAF accurately reflects the full performance record (FPPP section 8). However, it is the responsibility of the candidate to see that all materials needed for a favorable review are in the WPAF. To ensure all necessary materials are included in the WPAF, the Committee will meet with the candidate after reviewing the WPAF but before closing the candidate’s WPAF and writing its report (FPPP section 8). In this document the Department defines evidence to be all material included in the WPAF.

• In the WPAF the candidate will assign each piece of evidence to only one of the primary categories listed in the FPPP; i.e., Instruction, Professional Growth and Achievement, or Other Contributions to the University. The Committee is aware that some activities might reasonably be assigned to more than one category. However, in such instances it is the candidate’s responsibility to make the assignment. In cases of ambiguity regarding the assignment of evidence to a particular category the Committee encourages the candidate to explain the rationale for the assignment. In such situations the candidate is encouraged to discuss the breadth of such activities and consider the possibility of splitting and considering it as multiple activities. For example, mentoring a student research project could be included under Instruction, but a co-authored publication or conference presentation resulting from the project might be included under Professional Growth.

• The Committee strongly encourages non-tenured faculty to request SETs each semester as it provides both the candidate with prompt feedback and the Committee with a more complete record for evaluation.

• The same procedures listed above will also apply in the evaluation of temporary faculty. However, the criteria and standards will focus predominantly upon instruction (FPPP section 8). In the review of temporary faculty the Committee will consider their teaching responsibilities (FPPP section 7 and the CBA), professional activity (FPPP section 8) and service to the department in light of the extent of their appointment.
III. CRITERIA AND STANDARDS FOR RETENTION, TENURE, AND PROMOTION

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

The following table presents those ratings that are typically required for a positive recommendation for tenure or promotion.

<table>
<thead>
<tr>
<th>Instruction</th>
<th>PG &amp; A</th>
<th>Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenure</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td></td>
<td>E</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>S</td>
<td>A</td>
</tr>
<tr>
<td>Prom. To Assoc.</td>
<td>S</td>
<td>E</td>
</tr>
<tr>
<td></td>
<td>E</td>
<td>S</td>
</tr>
<tr>
<td></td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td></td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>Prom. To Full</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td></td>
<td>S</td>
<td>E</td>
</tr>
<tr>
<td></td>
<td>E</td>
<td>S</td>
</tr>
</tbody>
</table>

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

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

In the 2nd and 4th years, probationary tenure-track faculty typically undergo a performance review for retention. Per the FPPP, “retention shall be awarded only to those whose performance appears to afford them a reasonable possibility of obtaining tenure in due course.” The following table illustrates typical minimum ratings required for a positive recommendation for retention.

<table>
<thead>
<tr>
<th>Instruction</th>
<th>PG &amp; A</th>
<th>Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd year retention</td>
<td>E</td>
<td>-</td>
</tr>
<tr>
<td>4th year retention</td>
<td>E</td>
<td>A</td>
</tr>
</tbody>
</table>

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

A recommendation by the Committee for early tenure “must be accompanied by its justification as a special case” (FPPP section 8). Such “special case” justification will be determined on an individual basis.

A recommendation by the Committee for early promotion only occurs if a candidate is judged to be “exceptional” (FPPP section 8). The Department of Geological and Environmental Sciences criteria for such “exceptional” candidates are that they: a) meet all requirements for promotion in a time period shorter than normal, and b) significantly exceed the typical minima for promotion (see below).

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

The Department of Geological and Environmental Sciences has attempted to quantify certain typical minima of activity in the three areas of activity: Instruction, Professional Growth and Achievement, and Other Contributions to the University. We strongly emphasize that these quantified minima are a typical set of achievements that a candidate could pursue, but that other achievements of equivalent value may stand in place of these minima. The purpose of the minima stated below is not to restrict the candidate’s range of work, but to aid both the candidate and the Committee by providing an example set of achievements that would merit a positive recommendation for personnel action.

1. Instruction:

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

1. Establishing and maintaining academically rigorous and effective classroom instruction
2. Participating in Liberal Studies, General Education, or Science Education courses offered by the Department or College of Natural Sciences
3. Involvement in the continued refinement and development of existing and new courses, curricula and programs. This includes such activities as the incorporation of new technology in the classroom, laboratory or field environment
4. Mentoring and advising students outside of the classroom

Because Instruction is central to the Department’s mission, all faculty members under review must demonstrate Effective or Superior performance in Instruction to be recommended for tenure or promotion.

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

- syllabi, assignments, exams and other course materials created by the instructor
- student evaluations of teaching
- reports of class visits by committee members and others, e.g., chair and dean
- other evidence provided by the candidate such as samples of student work or written comments not included in the SETs

To achieve an overall rating of Effective or Superior in Instruction in area (1), the evidence should indicate that the candidate

- encourages student-faculty contact
- encourages their students to work together
- encourages active learning in the classroom or outside of it
- provides prompt feedback on assignments
- sets high standards and communicates them to students

The Department of Geological and Environmental Sciences also expects the candidate to engage in teaching activities beyond area (1). Therefore candidates must demonstrate work in at least two of the remaining areas (2–4) to merit an overall Instructional rating of Effective or Superior. The following activities constitute typical minima of expectation in areas 2, 3 or 4 to achieve an overall Instructional rating of:

Superior rating: The candidate demonstrates a strong, consistent pattern of commitment in both time and quality to educational activities. This could include some of the following:

- participating in Liberal Studies, General Education, or Science Education courses (area 2)
- revising curricula, creating or substantially improving 3 or more courses (area 3)
- advising several students each semester (area 4)
- providing or supervising student research projects outside the classroom (area 4)
- chairing two or more masters committees (area 4)

Effective rating: The candidate demonstrates a pattern of commitment in both time and quality to educational activities. This could include some of the following:
• participating in Liberal Studies, General Education, or Science Education courses (area 2)
• creating a new course (area 3)
• improving 2 or 3 existing courses (area 3)
• advising students as needed (area 4)
• chairing a masters committee (area 4)

**Adequate** rating: The candidate demonstrates a commitment in both time and quality to educational activities. This could include some of the following:

• participating in Liberal Studies, General Education, or Science Education courses (area 2)
• improving an existing course (area 3)
• advising students as needed (area 4)
• serving on masters committees (area 4)

These are only examples of the minimum level of achievement that may be associated with a particular rating. The Committee is obliged to always consider the quality, continuity and level of effort associated with any activity documented by the candidate. A ranking of **Superior** in Instruction is based on evidence that “demonstrates the candidate’s consummate professionalism and exceptional skill” (FPPP section 8) while a ranking of **Effective** is based on evidence that “demonstrates the candidate’s substantial professionalism and competence” (FPPP section 8).

*The Department highly values mentoring that leads to student publications and/or presentations. The Department similarly values other forms of student mentoring that do not necessarily result in any form of publication or presentation, e.g., Single Subject Credential advising, advising of the Department student organization and internship facilitating. The Committee shall consider its ratings in both area (1) and the other areas in determining the candidate’s overall Instructional rating.*

**2. Professional Growth and Achievement:**

*The Department values faculty that demonstrate a commitment to professional growth and achievement. The Department’s Mission defines professional growth and achievement as not only that which deepens a faculty member’s scientific knowledge, “but also that which is designed to improve their pedagogic skills.” Scientific scholarship has intrinsic merit, but scholarship that enhances the student-centered learning experience directly advances the Mission of the Department and shall be considered of special value. Evidence of this commitment is demonstrated by activities that lie in the following areas:*

• Research in the Geological and Environmental Sciences, interdisciplinary research related to the Geological and Environmental Sciences or Geological and Environmental Sciences Education Research. This includes current research activities as well as publications.*
• Research funding activity
• Participation in Professional Societies including attendance at meetings as well as papers and/or posters presented at meetings. This includes student mentored research presentations
• Professional Growth and Development
• Other Professional Activities

The following sets of activities constitute typical minima of expectation in Professional Growth and Achievement (PG&A).

**Superior** rating: The candidate demonstrates a strong, consistent pattern of commitment in both time and quality to PG&A activities. This could include three of the following:

• a consistent pattern of high quality research that involves students
• two or more peer-reviewed publications related to the area of activity
• three presentations at professional conferences
• continual research funding activity, including submitted proposals

**Effective** rating: The candidate demonstrates a pattern of commitment in both time and quality to PG&A activities. This could include two of the following:

• establishment of a high quality research program
• two peer-reviewed publications related to the area of activity
• two presentations at professional conferences
• continual research funding activity, including submitted proposals

**Adequate** rating: The candidate demonstrates a commitment in both time and quality to PG&A activities. This could include one of the following:

• establishment of a research program
• one peer-reviewed publication related to the area of activity
• one presentation at a professional conference
• research funding activity, including submitted proposals

These quantitative minima are an example of the minimum level of achievement associated with a particular rating. The Committee must always consider the quality, continuity and level of effort associated with any activity documented by the candidate. For example, ranking of **Superior** is based on evidence that “demonstrates the candidate’s consummate professionalism and significant, highly regarded scholarly achievement” (FPPP section 8.5b), while a ranking of **Effective** is based on evidence that “demonstrates the candidate’s substantial significant scholarly achievement” (FPPP section 8.5b). The Committee will consider the fact that a single publication of significant quality, or representing substantial and/or long term effort, may well constitute an achievement equal to or greater than that of two lesser publications. The Committee will
also carefully consider the value of documented activities that have yet to yield publications or presentations, e.g., a book in progress. Finally, publications and presentations counted in the area of instruction cannot also be counted in the area of professional growth and achievement.

The Department realizes that certain activities that constitute professional growth, e.g., attending and/or organizing workshops or symposia, corporate or government experience, or leadership in professional societies, do not necessarily result in publications, presentations, or funding. The Committee will consider all activities submitted in the Professional Growth and Achievement category, depending on the documented level of effort and achievement. **It is important the candidate provides evidence and/or explanations that address the significance of their scholarly work in a form that permits colleagues from outside the discipline to adequately review their achievements.**

### 3. Other Contributions to the University and Community:

*The Department values faculty that demonstrate a commitment to serving the department, college, university and larger communities. Evidence of this commitment is demonstrated by activities that lie in one of the following four areas:*

- Participation in governance at the departmental, college or university level
- Performance of departmental, college or university service
- Participation in professional or community service organizations
- K-12 outreach and other community service

A candidate’s service is particularly vital at the departmental level. Therefore, all faculty should demonstrate a willingness and ability to cooperate and work effectively with faculty and staff members of the Department and show a genuine interest in departmental activities and problems.

In addition to demonstrating this overall ability to work productively with departmental faculty and staff, a candidate’s service should include specific service activities. The following sets of activities constitute typical minima of expectation in service:

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

- Active service of 3 or more terms on standing or ad hoc significant departmental committees
- Active service of 2 or more terms on standing or ad hoc significant college or university committees
- Playing a key role on a significant departmental, college, or university committee
**Effective** rating: The candidate demonstrates a pattern of commitment in both time and quality to service to the University and Community. This could include both of the following:

- Active service of 2 or more terms on standing or ad hoc significant departmental committees
- Active service of 1 or more elected terms on standing or ad hoc significant college or university committees

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

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

The Department recognizes that all committees are not equivalent when it comes to workload, and that all committee members do not accomplish the same amount of work. *The committee must consider the quality, continuity and level of effort associated with any committee activity.* For example, a ranking of **Superior** is based on evidence that demonstrates “the candidate’s assumption of key roles on significant University-, College-, and/or Department-level committees” (FPPP section 8), while a ranking of **Effective** is based on evidence that demonstrates “the candidate’s occasional assumption of key roles on significant University-, College-, and/or Department-level committees” (FPPP section 8). **It is in the candidate’s interest to document heavy workload committees and/or document special responsibilities assumed, e.g., serving as committee chair.**

The Department recognizes that a candidate may make significant service contributions to the university outside of a committee setting, e.g.; service in the Academic Senate, as Department Chair or Liberal Studies advisor, or in K-12 outreach programs. In addition, the Department recognizes that a candidate may make significant service contributions that, while formally outside of the university, promote the department, college or university mission. Typically this work is within the community or a professional society. Depending on the documented level of effort, the committee will consider all activities submitted in the Other Contributions to the University and Community category in lieu of some of the intra-university service expectations. However, the candidate must still demonstrate service at the departmental and college levels.

*Nothing in the above criteria and standards is intended to conflict with the FPPP or CBA; should there be a conflict, the FPPP and/or CBA shall take precedence.*