

Policy For Retention, Tenure, And Promotion

All of the policies related to Retention, Tenure and Promotion (RTP) are guided and superseded by the [Faculty Personnel Policies and Procedures \(FPPP\)](#) and the [Collective Bargaining Agreement \(CBA\)](#). It is recommended that all tenure-track faculty read both of these documents and use them as guides for the RTP Process, in addition to this Policy which is specific to Geography and Planning. It is the responsibility of the department chair as well as all members of the Department Personnel Committee to guide and mentor colleagues as they move through the RTP Process.

Some additional Resources include:

- The [Office of Academic Personnel](#) (OAPL)
- [University Diversity Council](#) (see also: [Diversity Action Plan](#))
- The [University Strategic Plan](#)
- Publications from the American Association of Colleges & Universities
 - [Step up and Lead for Equity](#)
 - [AAC&Us Value Rubrics](#)

The outcome of the process by which candidates for promotion at all levels are evaluated in the categories of Instruction, Professional Growth and Achievement, and Other Contributions to the University and Community. The recognized ratings are **exceeds expectations**, **meets expectations**, and **does not meet expectations**. In each written performance review report, the reviews of Instruction, Professional Growth and Achievement, and Other Contributions will each conclude with a summary evaluation. These evaluations are defined in the remainder of this section and supersede discipline-specific nomenclature as outlined in these standards.

Candidates should contextualize their experiences by explaining what they did and why it mattered. Make a case why the following contributed to each of the evaluated categories. For contributions that may fit in more than one category (i.e., teaching, professional development or other contributions) choose only one category in which to include them where they are most closely aligned.

Exceeds expectations

The candidate has clearly achieved excellence in the specific area of evaluation. The evidentiary record unambiguously supports the claim that the candidate is a model of academic/professional contribution and achievement in the area being evaluated. Exceeds expectations shall be concluded for those whose performance in the specific area of evaluation has clearly exceeded the requirements for obtaining tenure and/or promotion.

Meets expectations

The candidate has demonstrated competence in the specific area of evaluation. The evidentiary record generally supports the claim that the candidate is making a continual and valued contribution to the academic community in the area being evaluated. An evaluation of meets expectations performance is the minimum level of overall achievement consistent with the awarding of tenure and/or promotion. Meets expectations shall be concluded for those whose

performance in the specific area of evaluation appears to afford them a reasonable possibility of obtaining tenure in due course (i.e., given the number of probationary years remaining).

Does not meet expectations

The candidate has achieved less-than-satisfactory levels of performance in the specific area of evaluation. The evidentiary record does not demonstrate that the candidate is making the minimum contributions with regard to the Department of Geography and Planning's criteria in the area being evaluated. The significant deficiencies identified require immediate attention and correction.

Retention

1. Retention or non-retention of probationary faculty is based on assessment of their performance. This assessment includes a review of qualifications beyond the terminal degree.
2. A review of the established criteria as indicated in these Policies shall be made each year to determine faculty progress towards retention and tenure.
3. Retention shall be reviewed as a progression over the six-year cycle towards achieving the instructional skills, professional growth and achievement, and other contributions.
4. In order to be recommended for retention, faculty must meet a minimum rating of meets expectations in all three areas of evaluation.

Tenure and Promotion to Associate Professor

In order to be recommended for tenure and promotion to an Associate Professor:

1. Faculty will normally possess tenure or be awarded tenure simultaneously with promotion.
2. Time in rank, including credit for prior year(s) of service, must follow the guidelines of the FPPP and CBA documents.
3. The candidate must meet a minimum rating of meets expectations in all three areas of evaluation.

Accelerated tenure or promotion

To qualify for accelerated tenure or promotion the candidate must: (1) have been rated exceeds expectations in a *Performance Review* as defined in the FPPP in all three categories of evaluation: Instruction, Professional Growth and Achievement, Other Contributions to the University and Community; *and* (2) demonstrate the likelihood that this high level of performance will continue; *and* (3) have worked a minimum of one academic year under conditions similar to the Department of Geography and Planning's typical full-time assignment.

Promotion to Full Professor

To qualify for promotion to full professor, the candidate must demonstrate the following:

1. Clear evidence of teaching effectiveness as well as demonstrated achievement and potential for growth in all three areas of evaluation are required.
2. Teaching: Positive Student Feedback on Teaching & Learning (SFOT) scores (see scores for meets expectations), positive peer evaluations, and evidence of involvement in the curriculum development process and/or individual course development are required.

3. Professional Growth and Development: Faculty will have demonstrated substantial professional growth, achievement and recognition at and/or beyond the University itself. At a minimum this includes a record of achievement beyond that required for tenure and promotion to Associate Professor.
4. Other Contributions: Faculty must meet expectations of other contributions to the University and Community, meeting the requirements noted above for tenure and promotion to Associate Professor, plus a demonstrated record of increasing leadership at some level in the University, Community or profession. The Department of Geography and Planning recognizes that not all service activities are equal in terms of workload, and will evaluate the quality, duration and effectiveness of the service given.
5. To some extent, exceptional performance in one area of review may compensate for lesser contributions in other areas of review (FPPP 8.5.a.4).
6. The Personnel Committee will take note of the normal time in rank as one criterion.

Accelerated Promotion to Full Professor

To qualify for accelerated promotion to full professor the candidate must: (1) be ranked exceeds expectations in all three categories of evaluation: Instruction, Professional Growth and Achievement, Other Contributions to the University and Community; *and* (2) demonstrate the likelihood that their exceptional performance will continue, *and* (3) clearly demonstrate substantial professional recognition at and beyond the University itself. Inasmuch as consideration of accelerated promotion to full professor is not the normal pattern, a recommendation for accelerated promotion must be accompanied by its justification as an exceptional record at each level of review.

TEACHING

Teaching generally comprises working with students through teaching courses and advising. All faculty members are expected to contribute to an innovative, high-quality, student-centered learning environment.

As noted in FPPP sections that refer to evidence of teaching effectiveness, SFOTs are not the only measure of instructor effectiveness. A faculty member can achieve a ranking of —effective in instruction if he or she provides strong evidence of (in order of importance):

- Skillful classroom technique as evidenced by a combination of peer-reviews, SFOTs and classroom materials.
- Currency in the area of instruction as evidenced by the quality and currency of syllabi and other teaching materials, as well as by efforts to participate in or attend workshops, conferences and courses related to instruction. Syllabi and other materials must be in compliance with the Accessible Technology Initiative (ATI) AA-2007-04 for all instructional materials.
- Dedication to creating high-quality learning and to improving as an instructor as evidenced by the faculty member's attention to equity gaps in their courses and the faculty member's reflective narrative in the dossier on instruction.
- Active undergraduate advising, as evidenced by availability of office hours, knowledge of procedures and understanding of department curriculum.

Meets Expectations

The evidence demonstrates the candidate's substantial professionalism and competence as an educator with respect to the materials, activities, and standards listed below. An evaluation of meets expectations means the performance is the minimum level of overall achievement consistent with the awarding of tenure and/or promotion.

Student Feedback on Teaching & Learning (SFOTs)

While Student Feedback on Teaching & Learning (SFOTs) are an important indicator of effective teaching, many factors can influence these scores. SFOT score ranges listed for all the rating areas (listed below) are the desired range of scores for each area, and in some cases, candidates can achieve the rating area without falling in the range listed. Candidates are encouraged to explain why their scores fall outside of the desired range if they believe there are factors that will help those reviewing their file to more completely understand the true quality of their teaching. In general scores should show improvement over time and should be supported by positive comments on the qualitative portion of the SFOTs.

Meets Expectations

Evidence needed for a rating of meets expectations:

- Average SFOT student ratings of 3.5 and above achieved in the last 3 of the 6 probationary years (not to count for more than 25%)
- Acceptable, but not remarkable peer evaluations
- Satisfactory professionalism and competence as an educator
- An overall rating of meets expectations is the minimal level of achievement for retention and awarding of tenure and/or promotion
- Demonstrated satisfactory contributions to pedagogy related to geography through their participation in trainings, conferences, research or volunteer work

Also **two** of the following:

- Lead on a course
- Developed a new course
- Chaired a curriculum committee
- Redesigned a course
- Facilitated specialized training
- Used innovative teaching-assignments, technology, etc.
- Chaired or supervised thesis, project, or independent study
- Took on extra advisees
- Participated in writing accreditation documents
- Participated in mentoring, training or supervising new faculty
- Connected research to teaching and practice
- Two or more new preparations in a year
- Evidence of inclusive pedagogy
- Incorporated a service learning project into a course
- Incorporated active learning into a course

- Incorporated field learning into a course
- Teaching distance education courses and development of online course/curricula utilizing distance education technologies
- Mentoring, and/or supervising internships, independent studies, honors projects, field or group projects.
- Other relevant activities that fit in this category

Exceeds Expectations

The evidence demonstrates the candidate's consummate professionalism and exceptional skill as an educator with respect to the materials, activities, and standards listed below.

Evidence needed for exceeds expectations rating:

- Average SFOT student ratings of 4.0 and above achieved in the last 3 of the 6 probationary years (not to count for more than 25%)
- Evidence of having incorporated student feedback
- Positive peer evaluations
- Demonstrated currency in the field; a faculty member is practicing in the area of geography and planning in which they are teaching, and/or demonstrating other ways that they remain relevant through trainings conferences, research or volunteer work

Also **two** of the following:

- Lead on a course
- Developed a new course
- Chaired a curriculum committee
- Redesigned a course
- Facilitated specialized training
- Used innovative teaching-assignments, technology, etc.
- Chaired or supervised thesis, project, or independent study
- Took on extra advisees
- Participated in writing accreditation documents
- Participated in mentoring, training or supervising new faculty
- Connected research to teaching and practice
- Two or more new preparations in a year
- Evidence of inclusive pedagogy
- Incorporated a service learning project into a course
- Incorporated active learning into a course
- Incorporated field learning into a course
- Teaching distance education courses and development of online course/curricula utilizing distance education technologies
- Mentoring, and/or supervising internships, independent studies, honors projects, field or group projects.
- Other relevant activities that fit in this category

Does not meet expectations

Provisional Standard approved 5-16-23 for AY 23/24 contingent upon receipt of revision per the 5-23-23 memo and attachments.

The evidence does not demonstrate at least an adequate level of professionalism and competence as an educator with respect to the materials, activities, and standards listed above.

PROFESSIONAL GROWTH AND DEVELOPMENT

Professional Growth and Development includes scholarship, research, presentations, and professional trainings. The Department of Geography and Planning asserts that candidates must demonstrate maintenance of disciplinary currency which is communicated to others and validated by peers in geography, planning and interdisciplinary fields. Faculty members are expected to communicate the results of their scholarly activities in printed (or online) and verbal forms (i.e., publications, public presentations, and/or published maps). It is considered a minimal condition for tenure that faculty members publish in peer-reviewed journals.

Meets expectations

The evidence demonstrates appreciable scholarly and professional activities that contribute to students, to the discipline, and to the professional community. Representative activities are listed below. This is not an exhaustive list, so candidates are encouraged to outline other relevant activities that fit in this category.

To meet expectations for retention, the candidate must meet at least **one** of the following criteria:

- Work in progress: manuscripts or ongoing data collection
- Presented at a local/regional conference or meeting
- Submitted an internal grant

To meet expectations for promotion and tenure, the candidate must meet at least **two** of the criteria in Section A and a minimum of **five** points in Section B during the period of evaluation for tenure or promotion.

Section A

- Author or coauthor of a published book relevant to geography and planning (*vanity press or self-published not included*)
- Author or coauthor of two published articles in peer reviewed journals relevant to field of study
- Author of two published book chapters relevant to field of study
- Author or coauthor of a technical report or government document
- Submitted an external grant or contract
- Competitive external grants awarded.

Section B

In addition, a minimum of **five** points from the following is required to meet expectations:

One point:

- Accepted or presented at a local/regional conference or meeting
- Active in a professional organization
- Accepted or presented at poster session
- Work in progress: manuscripts submitted or ongoing data collection
- Discipline-related article/oped in a newspaper or magazine

- Submitted an internal grant (unfunded) or contract
- Training/certificates
- Contributed expert knowledge to local media

Two points:

- Accepted or presented a peer reviewed paper at a national or international conference or meeting
- Authored a book review
- Member of a journal editorial board or board of directors
- Disseminated research results/new ideas via the internet or other technology
- Authored or coauthored a research report
- Reviewed article or book for a publisher or journal

Three points:

- Secured an internal grant or contract
- Submitted an external grant (unfunded)
- Developed a film or other non-print media that is peer-reviewed or nationally recognized
- Published maps
- Invited presentation at a local/regional conference or meeting
- Contributed curated works
- Organized a special session at a national or international conference
- Invited, participated, and follow through activities at a national or international workshop or symposium

Four points:

- Edited a book
- Publication in a peer reviewed journal
- Chapter in a book
- Created computer software/manual/workbook
- Secured an external grant or contract

Five points:

- Authored a book (*vanity press or self-published not included*)
- Frequent contributions to national or international media
- Delivered keynote or plenary address to national or international conference
- Authored a combination of peer-reviewed articles, chapters, technical reports, or significant popular media article (at least one per year for each year during the evaluation period)

Exceeds expectations

The evidence demonstrates the candidate's significant, highly regarded scholarly and professional activities that contribute to students, to the discipline, and to the professional community. To exceed expectations, the candidate must be able to demonstrate a minimum of **nine** points for the activities listed above.

Does not meet expectations

The evidence does not demonstrate an adequate level of scholarly and professional activities that contribute to students, to the discipline, and to the professional community.

OTHER CONTRIBUTIONS

The third area of evaluation is Other contributions to the University and Community. In each written performance review report, the evaluators shall state whether the candidate has demonstrated an ability to conform to University, College and Department plans, priorities, and goals and whether the candidate's performance generally facilitates the University's, College's and Department's abilities to meet their strategic plans, priorities, and goals.

Other includes service to the Department of Geography and Planning, the University and the Community such as serving on committees, attending faculty meetings, revising policies, serving as a director of a program, giving guest lectures, providing trainings, being an advisor of a student group, serving on boards of directors for organizations aligned with the candidate's expertise, leadership and technical advising to agencies, etc.

Meets expectations

The evidence demonstrates the candidate's on-going involvement in activities listed above. Meets expectations performance is evidenced by (1) occasionally assuming leadership roles on significant committees, (2) involvement in the Community or profession, and/or (3) facilitating activities, as well as demonstrating on-going contributions to the University's mission and strategic plan on campus and/or in the Community.

To meet expectations, a candidate must demonstrate the following activities. An overall rating of meet expectations is the minimal level of achievement for retention and awarding of tenure and/or promotion.

- Regularly attend faculty meetings
- Actively contribute to departmental governance and decision making (attend meetings, review or edit documents, contribute to curricular changes, etc.)
- Serve on two program committees
- Participate in other mandatory Department meetings/events
- Be actively engaged in providing advising to their assigned advisees
- Demonstrate a willingness to work collaboratively and productively with colleagues, including completing assignments in a timely fashion (if this standard is met at a satisfactory level, the Department need not address it in the RTP report and recommendations)

To meet expectations for tenure and promotion, a candidate must meet all the activities listed above, plus the following:

- Demonstrate active participation in faculty meetings and on program committees, which could include:
 - serving on subcommittees
 - contribute to curriculum and program development
 - volunteering to work on projects

- volunteering to develop or revise policies
- volunteering to write or revise reports
- completing a report/document related to accreditation or a similar process
- staffing tables at various events such as admitted student preview day/recruitment/lobby days
- public outreach
- K-12 education contributions
- other activities that demonstrate engagement and active participation
- Serve on at least one College or University Committee
- Mentor, train, or supervise new faculty or staff

Exceeds expectations

The evidence demonstrates the candidate's consistent, high-level of involvement in activities listed above. Exceeds expectations performance is evidenced by (1) assuming key roles on significant committees, (2) high levels of involvement in the Community or profession, and/or (3) facilitating significant activities as well as demonstrating consistent, on-going contributions to the University's mission and strategic plan on campus and/or in the Community.

To exceed expectations, a candidate must also be able to demonstrate at least **three** of the following additional activities:

- Advisor of a student group
- Serving on a discipline-related Community or professional board
- Serving as advisor to an internship program within or outside of a class assignment
- Involving students in a University or Community effort outside of a class assignment
- Holding an appointment or being an officer in a discipline-related organization
- Participate in the student outcome assessment process
- Demonstrate additional contributions to the strategic plan of the University
- Serving as director of a program or project
- Serving as chair of the Department of Geography and Planning or a BSS committee
- Giving invited guest lectures
- Providing trainings and supervision
- Writing significant program development manuscripts
- Conducting development and fund-raising activities
- Providing trainings, support, mentorship, or consultation to organizations, agencies, communities and/or groups
- Working with students, staff and faculty to gain recognition for their exceptional work, achievements, honors and contributions
- Speaking at community events/meetings
- Having a leadership role in a campus auxiliary
- Civic engagement leadership serving on governmental boards, task forces, advisory panels
- Developing/co-developing rural/urban or natural resource plans
- Working to further our goals on equity, diversity and inclusion, including:
 - leadership/officer position in campus affinity groups that facilitate faculty professional development and diverse student success (e.g., Black Faculty Staff

- Association, Chican@/Latin@ Council, 1st Gen and Proud Faculty and Staff Association, LGBTQ Faculty and Staff Association, Asian Pacific Islander Faculty and Staff Association, Native American Faculty and Staff Association)
- participation in and/or presenting at diversity, equity and inclusion professional development opportunities (e.g., Faculty Learning Community on Inclusive Pedagogy, Diversity Academy and/or Certificate Program, Safe Zone Ally Training)
 - extraordinary time advising and/or mentoring students
 - contributions aligned with improving graduation rates, eliminating equity gaps, HSI related priorities, Accessible Technology Initiative priorities, Basic Needs Initiative priorities, healing-centered campus priorities
 - Other activities that the candidate can demonstrate service to students, the Department, the College, the University or Community

Does not meet expectations

The evidence does not demonstrate an adequate level of involvement in activities listed above. Does not meet expectations performance is evidenced by the candidate's lack of (1) assuming of roles on committees, (2) involvement in the Community or profession, and/or (3) facilitating activities as well as demonstrating limited contributions to the University's mission and strategic plan on campus and/or in the Community.



Department/Program Standards Approval Sheet

Process:

- a) Department or program votes; if approved, Department Chair/Director submits to College Dean for review.
- b) College Dean reviews, consults with Department Chair/Director regarding questions/ issues, then forwards Dean reviewed Word document to OAPL via email for review.
- c) OAPL reviews for compliance with CBA/FPPP, consults with the Dean and Department Chair/Director as needed, then forwards Department/Program Standards to Provost for review and approval;
- d) Provost reviews and approves, recommending changes if necessary, then returns document to OAPL.
- e) If not approved, OAPL forwards requested changes for revision and re-submission to Dean and Department Chair/Director.
- f) If approved, OAPL adds *Provost Approved Date* footer to the document and:
 - a. Routes this approval sheet with approved Department/Program Standards for signatures via Adobe Sign,
 - b. Uploads document to OAPL Department Standards website, and
 - c. Informs Dean and Department Chair/Director of approval with link to OAPL website location.

Chair/Director Approval: LaDona Knigge Date: Aug 29, 2023

Dean Review: Eddie Vela Date: Aug 30, 2023

OAPL Review: Mahalley D. Allen Date: Aug 30, 2023

Provost Approval:  Date: Sep 1, 2023
[Terence Lau \(Sep 1, 2023 10:37 PDT\)](#)



MEMORANDUM

DATE: May 24, 2023
TO: LaDona Knigge, Department Chair
CC: Eddie Vela, Dean
FROM: Mahalley Allen, Associate Vice President for Academic Personnel
SUBJECT: Provisional Approval of Department RTP Standards

Thank you for submitting revised department RTP standards incorporating the [three new evaluation ratings](#) in each area of faculty performance.

Interim Provost Perez has provisionally approved the attached department standards for the 2023-2024 academic year. This approval is provisional, and your department needs to address and revise specific areas of your standards as noted in the document's comments and tracked changes. In addition, we have called out here critical items that must be addressed:

1. Provide criteria for the ratings of "meets expectations" and "exceeds expectations" for all three evaluation categories for decisions about retention (preferably for years 2 and 4) and decisions about promotion to full professor.
2. Address additional comments in document.

Based on our review of recently reviewed department standards, we offer these general observations, which we highly recommend departments consider as they work on revising their provisionally approved standards.

1. According to FPPP 10.3.3, an evaluation of meets expectations is the minimum level of overall achievement consistent with the awarding of tenure and/or promotion. Evaluations of exceeds expectations shall be concluded only when faculty performance has clearly exceeded the requirements for obtaining tenure and/or promotion.
2. FPPP 10.5 requires a higher standard for obtaining accelerated tenure and/or promotion at the rank of assistant to associate. Not only must faculty be evaluated as exceeding expectations in all three categories of evaluation, but they must also demonstrate the likelihood that this high level of performance will continue, and they must have worked a minimum of one academic year under the conditions similar to their department's typical full-time assignment. FPPP 11.1.3 applies to accelerated promotion to professor that includes the requirement that the candidate demonstrate substantial potential recognition at and beyond the University itself.

3. Departments need to develop clear definitions and criteria for the three evaluation ratings in each area of performance. Clearly defined expectations provide fair and necessary guidance for faculty undergoing review and encourage professional growth.
4. We encourage departments to consider differential expectations for faculty members as a function of time in rank. The criteria for an evaluation of meets expectations in service, for example, may be different for retention of probationary faculty than for the granting of tenure. Similarly, the criteria for an evaluation of meets expectations in professional growth and achievement may be different for promotion to associate professor than for promotion to full professor.

Please submit your revisions, with tracked changes, to our office no later than Friday, December 1, 2023, so that the Office of Academic Personnel and the Provost have adequate time to review the revisions prior to the start of the 2024-2025 academic year. If revisions are not received by that date, your department standards will revert to the version posted prior to this submission.

Our office will route for signatures your provisionally approved department standards in Adobe Sign and will post them to the [Department Standards page](#). You may now provide these provisionally approved standards to faculty in your department.