



CALIFORNIA STATE UNIVERSITY, CHICO

Department of Geography and Planning

Personnel Policies and Procedures

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V.

I. INTRODUCTION

Decisions on retention, tenure and promotion of tenure track faculty, evaluation of tenured faculty and part-time and full-time temporary faculty in the Department of Geography and Planning are based on the department mission, as well as the mission and strategic plan of California State University, Chico, the FPPP, and this document.

II. DEPARTMENT MISSION STATEMENT

Geography provides multiple perspectives on the interaction of humans with the physical world. It explores the diversity of places, landscapes, and regions that arises from this interaction. Planning seeks to foster healthy, sustainable, and diverse communities and environments through research, communication, forecasting, and policy analysis. The bachelor in Geography from the Department of Geography and Planning at CSU, Chico, prepares students to effectively participate in the social, environmental, and technical forces that shape our communities and the world. Through effective teaching, development of technical skills, research, civic engagement, and advising, we give students insight into the relationship among human societies and the processes inherent in the physical world at various scales—local to international—and across time. The degree provides students with a foundation in spatial inquiry and analysis that serves to bridge geographic inquiry and applications.

III. THE CHARGE OF THE DEPARTMENT PERSONNEL COMMITTEE

The Department of Geography and Planning (GEOP) Personnel Committee is charged with evaluating faculty candidates for retention, tenure, and promotion as well as for fifth year and adjunct Periodic Evaluations.

The function of the Department/Unit Personnel Committees shall be to make specified PERIODIC EVALUATIONS and PERFORMANCE REVIEWS, and to review and make RECOMMENDATIONS concerning appointment, retention, tenure, and promotion. The Department/Unit Chair may request assistance in personnel matters outside the normal retention, tenure, and promotion cycle. Upon receiving such a request, the Department/Unit Personnel Committee will then meet with the Department/Unit Chair and discuss such matters (FPPP 5.0.c).

The department shall elect a personnel committee at the last faculty meeting of every academic year and will follow procedures according to FPPP 5.0.e.

Faculty elected to serve on the Personnel Committee must:

- Maintain confidentiality about candidates, evidence and deliberations (FPPP 5.0.b), keeping in mind that “Any unauthorized discussion of personnel matters, exclusive of policy and procedures, with non-members of the Personnel Committee is considered a breach of confidentiality.”
- Mentor candidates in the presentation of evidence in the dossier and ensuring the WPAF “accurately reflects the full performance record” (FPPP 8.1.a.6).

- Critically evaluate the quality, quantity (FPPP 8.5.a.16.a), and originality of the faculty member's performance based upon documented evidence.
- Understand and apply specific criteria –as presented in this document on departmental standards- to the evidence being evaluated.
- Evaluate a candidate based on the formative or developmental feedback reported in the previous department chair's and department personnel committee performance evaluations.
- Assign specific FPPP summary evaluation ratings (superior, effective, adequate, inadequate) for each of three areas (Instruction, Professional Growth and Achievement, and Other Contributions to the University and Community) of faculty performance in performance reviews.
- Justify evaluation ratings in each of the areas by referencing specific criteria for performance evaluation.
- State whether the candidate has provided evidence of Contribution to the Strategic Plans and Goals of the Department/Unit, College, and University (FPPP 8.5.b.1.d).
- Submit a minority report when a committee member does not agree with the approved report.

IV. TENURE TRACK & POST-TENURED FACULTY

A. EVALUATION CRITERIA (GENERAL)

The committee evaluation of all tenure track and post-tenured faculty will be based upon the evidence presented in the dossier and PAF for the appropriate period of review. The evaluation should take into consideration the candidate's rank, workload, assigned time, and any previous committee goals. Evaluations will also take into account the quality, quantity, originality, and level of contribution of the faculty member to an activity (i.e. sole authorship, main organizer of event).

Evaluation will be based on SETs, Peer Evaluations, Self-Reflection, and Course Materials, and will follow FPPP descriptors (FPPP 8.5.b.1.c—emphasis added):

Superior: 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.

Effective: The candidate has achieved competence in the specific area of evaluation. The evidentiary record generally supports the claim that the candidate is making a continual, impressive, and valued contribution to the academic community in the area being evaluated.

Adequate: The candidate has achieved satisfactory and acceptable (but not remarkable) levels of performance in the specific area of evaluation. With certain exceptions, the evidentiary record generally supports the claim that the candidate is making a satisfactory contribution to the academic community in the area being evaluated.

Inadequate: 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 at least adequate contributions to the academic community in the area being evaluated. "Inadequate" performance is an impermissible level of professionalism, and significant deficiencies require immediate attention and correction.

B. INSTRUCTION

According to the FPPP 8.5.a.17.a,

Teaching effectiveness is the first, minimum, and indispensable requirement for retention, tenure, or promotion of teaching faculty. Student Evaluations of Faculty data (SETs) shall be used, but will not weigh excessively in the overall evaluation of instructional effectiveness, and shall not be used when determining a candidate's knowledge of his/her field. Therefore, it is in the candidate's best interests to carefully provide data in a manner that allows evaluators to accurately assess teaching performance. The candidate must diligently provide meaningful evidence, beyond SETs, of teaching performance.

1) **Student Evaluation of Teaching (SETs) Procedures**

All faculty members (tenure track, tenured, and adjuncts) will be evaluated online using the general forms provided by the campus testing office unless an individual wishes to use paper questionnaires in the classroom. Faculty who wish to be evaluated using paper questionnaires in the classroom can request this procedure each semester by writing an e-mail to the Chair and ASC according to a timeline set up by campus Testing Office. As voted by GEOP faculty, all faculty members (tenure track, tenured, and adjuncts) will be evaluated on every class every semester.

2) **Classroom Visitation Procedures**

"...it is each DEPARTMENT'S/UNIT'S responsibility to assist the candidate in building the evidentiary basis, in this case by providing peer reviews of teaching during the regular course of each academic year" (FPPP 8.5.a.17.d).

Faculty who are up for review and/or promotion will have at least one peer-review classroom visitation done annually. Peer reviews should be done on a range of different courses taught by the candidate (graduate, upper division, GE).

Colleagues should visit classes and provide developmental and evaluative feedback. The records of these visits should be included in the candidate's WPAF. Peer evaluation of instruction is not limited to departmental colleagues, of course; the candidate may request a visit by anyone who is qualified to comment on some aspect of instructional effectiveness (FPPP 8.5.a.17.d).

As per FPPP 8.1.a.2 in reference to 2007-2010 CBA Article 15.14 the faculty under review will be "...provided a notice of at least five (5) days that a classroom visit is to take place. There shall be consultation between the faculty member being evaluated and the individual who visits his/her class (es)."

The review will be based on an evaluation form provided by the College of BSS. GEOP

establishes that the faculty under review and the faculty conducting the review shall consult no later than five days after the review to discuss the contents. The process is considered developmental and can be used to provide the faculty under review with information on how he or she can improve classroom delivery.

The classroom visitation evaluation includes qualitative feedback in five areas:

1. Preparation.
2. Ability to synthesize, interpret and summarize.
3. Adjustment to level of comprehension of classroom and tolerance for disagreement.
4. Ability to hold interest and to encourage opinions and questions.
5. Effective use of examples and voice modulation.

3) Evaluation Criteria and Ratings for Teaching

All faculty members are expected to contribute to an innovative, high-quality, student-centered learning environment.

As noted in FPPP 8.5.a.17.a, SETs 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, SETs 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 reflective narrative in the dossier on instruction.
- Active undergraduate advising, evidenced by availability of office hours, knowledge of procedures and understanding of department curriculum.

Instructional activities that can enhance a candidate’s file include but are not limited to:

- Contribution to service learning, including willingness to work with student interns and to apply service learning practices and/or concepts in classroom assignments and activities.
- Curriculum and program development.
- Mentoring, and/or supervising internships, independent studies, honors projects, field or group projects.

- Collaborative teaching with colleagues in the department or other disciplines.
- Participation in faculty development activities (both on and off campus, e.g., participation in CELT and TLP activities). Presentation of faculty development workshops will be construed as a higher level of participation than attendance at such professional development activities.
- Supervision of Masters' theses/projects.
- Teaching distance education courses and development of online course/curricula utilizing distance education technologies.

4) Support Material

Support material for instruction should include course syllabi, course examinations and examples of course activities.

In addition to the above materials faculty may include the following kinds of materials in the dossier:

- Copies of registration forms, acknowledgments, or workshop materials for curriculum training.
- Candidate should include in the dossier the names and research topics (or thesis/project titles) of all students supervised.
- New course and/or program proposals should be included in the dossier, along with any syllabi of new courses.

5) On-line Instruction

The effectiveness of instruction in on-line courses will be evaluated with department unit standards and by standards stated in the University's Rubric for Online Instruction (8.2.d.7). The faculty member should keep evidence of his/her interactions with students via email, virtual office hours, discussion rooms, etc. If recorded "lectures" are available to students as a part of the course, those recordings should be made available to evaluators. (8.5.a.17.b)

6) Academic Advising

All faculty in GEOP share in academic advising, and this activity is considered part of a faculty member's instructional activities. An effective advisor will demonstrate the following characteristics or activities:

- Knowledge and skills including general education and degree requirements and campus and community resources to support students.
- Development and maintenance of organized and effective advising material such as spreadsheets, notes, and copies of forms where appropriate.
- Keeping updated in the use of technologies such as the Degree Progress Report, and being aware of changes in policies that will affect student advising.

- Helping students with educational activities that promote progress towards timely completion of majors/minors/certificates.
- Providing students with accurate information about degree requirements and their progress towards completion of the degree.
- Providing sufficient office hours to meet student needs for advising during office hours as per FPPP 1.1.e: A full-time faculty member with a 12-unit (or more) teaching load shall be available for consultation in his/her office for an aggregate time of five hours per week. Such office hours shall be scheduled at times and on days when affected students are normally in attendance. This provision shall be applied pro rata for faculty with less than a 12-unit teaching load.

7) Service Learning

If a candidate has worked with students in service learning projects or assignments, including but not limited to internships, these activities will be assessed with the following criteria in mind:

- The significance of the learning activity as it contributes to professional goals of our majors, to the mission and Student Learning Outcomes (SLOs) of the department.
- Impact of the service learning project as measured by how many individuals are served and recognition of the quality of any products related to the service learning project.
- Individual responsibility of the candidate in the service learning project.

8) Curriculum Development

When the candidate has designed a new course or participated in a significant amount of revision of an existing course, this should be documented and noted in the candidate's dossier, along with the syllabus of the course.

C. PROFESSIONAL GROWTH AND ACHIEVEMENT

GEOP faculty will provide evidence of scholarly contributions to the field. The Department of Geography and Planning supports a broad vision of scholarly contribution with characteristics of *originality, peer-review, and formal communication*. The quality of scholarship will be evaluated by the committee based on the outcomes of the candidate's work as submitted in evidence to the dossier.

1) Evaluation Criteria and Ratings for Professional Growth and Achievement

Keeping in mind the general descriptors for ratings derived from 8.5.b.1.c of the FPPP, GEOP 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.

The following ranking of types of achievements will assist the committee in determining the final ranking of a candidate in the area of Professional Growth and Achievement. Each level below is ranked in order of importance, and each list within the level is also ranked in order of importance. A candidate with 3-4 items from Level 1 would likely achieve a ranking of "Superior" in professional growth and achievement. A faculty member with an effective ranking might have 1-2 examples in level 1, 2-3 in level 2 and some in level 3. An adequate ranking might have none in level 1 or 2 and some in level 3. A ranking of inadequate might have few if any examples of professional development in any level. Evaluation should take into account the order of importance assigned to the activities in each level. All faculty will successfully publish in peer-reviewed journals to achieve promotion and tenure in the department and to maintain currency after tenure.

All faculty are expected to contribute at all levels.

Level 1 (in order of importance)

- Scholarly book with respected publisher.
- Peer-reviewed professional journals (*Annals, California Geographer, Geographical Review, Journal of Latin American Geographers, APCG Yearbook, Area, Journal of Planning Education and Research, etc.*).
- Edited scholarly book, textbook, or anthology.
- Chapters in edited scholarly books.
- Competitive external grants awarded.
- Presentations such as keynote and invited (International and National) or Reviewed (International and National).

Level 2 (in order of importance)

- Competitive internal grants awarded.
- Presentations.
 - Keynote and Invited (State and Regional).
 - Reviewed (Regional, State, CELT meetings).
 - Professional Conferences (International, National, Regional, State).
 - Workshops (Regional and State).
- Refereed proceedings or papers.
- Published maps.

- International, national or state award for academic video/CD/Software/Web.
- Editor of journal, scholarly book, or professional website.
- Editorial board.
- Highly competitive external grants attempted but not awarded.
- Curriculum scholarship (integration of knowledge and connecting it to professional practice).
- Curriculum revision at state or program Level.
- Relevant certifications and continuing education.
- Collaboration with students (e.g., involving students in research projects with faculty member).

Level 3 (in order of importance)

- Presentations at local associations, community groups, and workshops.
- Non-reviewed publications (e.g. professional journal, newsletter, newspaper).
- Internal grants or research contracts awarded.
- Internal or regional grant proposals attempted but not awarded.
- Curriculum revision at course level.
- Review of manuscripts or grant proposals (solicited by journals, publishers, or funding agencies).
- Academic CD/Software/Web.
- Active participation in professional organizations--e.g. holding offices, organizing conferences, screening papers, or similar activities.
- Attend professional conferences.
- Preparation of field trips for scholarly or professional conferences.
- Translations of scholarly works.

2) Support Material

Candidates should include abstracts, evidence of participation in scholarly meetings, letters of commendation and any other information that the candidate deems appropriate in their dossier. Copies of publications a candidate may wish to include must be placed in their supplemental binder.

Specifically, the Department of Geography and Planning encourages the inclusion of the following types of documentation in the candidate's file:

- *Letters of acceptance for publication, evidence of conference participation, and other acknowledgements regarding activities or production* - should be placed in the dossier.
- *Graphic production* –Samples or web addresses should be placed in the dossier.
- *Grant proposals*—Copies of abstract and awards letter, if applicable, should be placed in the dossier.
- *Publications* –Copies of publications should be placed in the supplemental binder, along with references/reactions to and/or citations of them (if applicable).
- *Presentations*--Documentation should be provided in the form of abstracts, program copies, posters or advertisements, or letters of acknowledgment in the supplemental binder.
- *Reports* -- Copies should be placed in the supplemental binder.
- *Peer reviews of scholarly articles or books* -- Acknowledgments should be placed in the supplemental binder.

D. OTHER CONTRIBUTIONS TO THE UNIVERSITY AND COMMUNITY (SERVICE)

1) **Evaluation Criteria and Ratings**

All GEOP faculty are required to participate in department committees and assignments (advising, curriculum) and to be in regular attendance at faculty meetings, committee meetings, and graduation ceremonies.

In addition, faculty members are expected to have participated in other activities listed below in order of importance. For a ranking of “superior” in service it is expected that a faculty member have participated in 3 - 4 different activities in level 1. For “effective” in service it is expected that a faculty have 1-2 in level 1. A candidate receiving a ranking of Adequate might have none in level 1 and some in level 2, and inadequate might have little to no service contributions in either level.

Level 1 (in order of importance):

- University committees and assignments.
- College committees and assignments.
- External or university award for service/advising.
- Office or significant participation in professional societies: Gamma Theta Upsilon, CGS, APCG, etc.
- Contribution to the technological enhancement of the department, college, or University (e.g. enhancing the online capability of the institution through website design or support, software installation and assistance, etc.).

- Official advisor/sponsor of student organizations or clubs: Geography club, AS organizations, Honors, etc.
- Capital campaign.
- Graduation ceremonies.

Note: Service that requires an extraordinary amount of time, such as serving on the Academic Senate or on committees that require reading large number of proposals (either curriculum or research-oriented), and the elaboration of reports, should receive extra recognition. Service does not include paid consulting.

Level 2 (in order of importance):

- Community committees, boards, or service programs: Contribution to the community and to the service area through linkages with public and private entities such as city and county planning departments, state and federal agencies, and non-profit organizations in northern California, and participation on local or regional advisory boards.
- Student recruitment: Seek ways to make the department visible to community college and high school students in our service region, work on social media and website, participate in Geography Awareness Week and use opportunities at professional meetings to promote the department. Participate in campus orientations.
- Community fundraising.
- Organizing community events.
- Participation in student organizations or clubs: Contribution to the extra-curricular activities of students and to the student-centered environment, other than as official advisor to student clubs or organizations.

2) Support Material

Letters, e-mails, notes, and news items acknowledging the candidate's contributions to University and community service should be placed in the faculty's dossier.

E. CONTRIBUTIONS TO THE STRATEGIC PLANS AND GOALS OF THE DEPARTMENT, COLLEGE AND UNIVERSITY

According to the FPPP 8.5.b.1.d, "the fourth area of evaluation is Contribution to Strategic Plans and Goals of the Department/Unit, College, and University." Other contributions to the University by each teaching faculty member are essential considerations for retention, tenure, or promotion. Efforts by each faculty member to further the realization of the Strategic Plan in ways not delineated under Instruction or Professional Growth and Development should be documented and duly acknowledged.

The Department of Geography and Planning believes that the candidate's contributions to the university and department strategic plans are relevant to the growth of the department, therefore

department personnel reports will include statements describing how well the candidate contributes to the university and department strategic plans.

F. PROFESSIONAL ROLE AND ETHICS

All faculty are expected to adhere to the Faculty Code of Ethics contained in the FPPP. Candidates are expected to work collaboratively and productively with colleagues and the ability to do so is considered essential to a faculty member's duties within a department. Shared governance and participation include an expectation for involvement of all faculty members in activities such as the development of curriculum, scheduling and teaching, advising of students, and the allocation of resources and space. A faculty member is expected to work collaboratively and productively with colleagues.

G. POST-TENURED FACULTY: REVIEWS FOR PROMOTION & PERIODIC EVALUATION & EXPECTATIONS

Post-tenured faculty will normally be reviewed annually for promotion after having served four years at the same rank "unless the individual requests in writing that the review not take place in a particular academic year. (See CBA, Article 14.3) (FPPP 8.6.b.1.a). Periodic Evaluations will take place at intervals no longer than five years "to provide developmental feedback and encouragement to maintain a positive level of performance" (FPPP 8.6.b.1.a). Where necessary, the Periodic Evaluation can lead to "corrective feedback" (FPPP 8.6.1.a).

Post-tenured faculty are expected to maintain currency in the field with respect to pedagogy and professional development, appropriate to rank. Expectations for performance and currency in teaching and professional development are similar to those for tenure/ promotion or promotion to full professor, whichever is relevant to the rank of the faculty under review. It is expected that post-tenured faculty participate regularly in activities in level 1 in instruction, professional development, and service.

Faculty are expected to contribute to departmental committees and university governance (college or university level committees) according to priorities outlined in the department's, college's and university's strategic priorities. A faculty member is expected to work collaboratively and productively with colleagues.

Support materials for the dossier are the same as those for tenure-track faculty: copies of articles or other publications, syllabi and other instructional material, letters of support, etc.

H. EXCEPTIONAL MERIT FOR ACCELERATED PROMOTION AND EARLY TENURE

All successful GEOP candidates for accelerated promotion and early tenure will have achieved a ranking of "superior" in instruction, professional development, and service in their current evaluation.

I. EXPECTATIONS FOR PROMOTION FROM ASSISTANT TO ASSOCIATE PROFESSOR

GEOP expects the successful candidate for tenure to have shown positive trajectory in instruction, professional development, and service, and to achieve at least effective in all categories, and to have responded to any previous suggestions about their strengths and deficiencies made by the personnel committee. As noted above, it is expected that all faculty author peer-reviewed publications (journals, books, chapters) to achieve tenure.

J. EXPECTATIONS FOR PROMOTION FROM ASSOCIATE TO FULL PROFESSOR

The faculty member is expected to have a continued positive trajectory in all areas of evaluation since his or her last promotion. The faculty member should receive at least an effective in instruction, professional development, and service in the review period and a ranking of superior in at least one of these areas. The candidate should demonstrate continued commitment to and an interest in his or her development in instruction, professional development, and service.

V. PART-TIME AND FULL-TIME LECTURERS

A. ELIGIBILITY CRITERIA FOR HIRING

The department personnel committee collects and files résumés, curriculum vitae and letters from people who have interest in teaching part-time in the department. At least an MA or MS degree is required to teach in the Geography and Planning Department. A Ph.D. is typically required for instruction in graduate level courses. For some courses appropriate professional experience is also required. This pool of applicants is drawn from when there is an opening and after the department has followed the order of assignment of available work, described in the next section. Each part-time faculty member who has taught in the department is evaluated for teaching and professional development and may be included on a list of faculty that are eligible to teach specific courses in the department. This list is maintained by the Chair and is revisited each year by the personnel committee as evaluations are completed for new and existing part-time faculty. If --after considering the order of assignment-- there are two effective faculty members available to teach the same course, then instructional and professional development criteria from the dossiers will be revisited to compare the candidates.

B. ORDER OF ASSIGNMENT OF AVAILABLE WORK

Departments must follow the correct assignment order for temporary faculty when scheduling classes, per Article 12.29 of the Unit 3 CBA:

Preference for Available Temporary Work

In the event that the department determines that a need exists to assign new or additional work to temporary faculty unit employees after the assignment needs of tenured and probationary faculty (including FERP and PRTB faculty) have been satisfied, and after any work to be taught by administrators, teaching associates and other student employees, or volunteer faculty have been

assigned, the work shall first be offered to qualified temporary faculty in the department, who have performed satisfactorily, in the following order:

- Assignment Order At the Beginning of the Academic Year
 - First offer work to 3-year full-time appointees pursuant to provisions 12.12 and 12.13 of the Agreement.
 - Next, offer work to other continuing multi-year (not 3-year) under provisions 12.12 and 12.13 full-time appointees.
 - Next, offer work to three-year, part-time appointees pursuant to provisions 12.12 and 12.13 up to their time base entitlement.
 - Next, offer work to individuals whose names appear on the list for the department established pursuant to Article 38.48 up to the time base entitlement of their most recent three-year appointment.
 - Next, offer work to continuing multi-year (not three-year under provisions 12.12 and 12.13) part-time appointees up to their time base entitlement.
 - Next, offer work to Visiting Faculty subject to the limitations in provision 12.34.
 - Next, pursuant to provision 12.7 give careful consideration to all part-time and full-time temporary faculty with no multi-year appointments who were employed in the academic year prior to the year for which they are being considered. Temporary faculty in this group may be appointed in any order, but must satisfy all provision 12.3 entitlements but may only be appointed up to their time base entitlement. Full-time and part-time temporary faculty with no provision 12.3 appointment rights can be appointed to any time base and for any academic term(s). If a decision is made not to reappoint temporary faculty in this category, the work previously performed by these faculty (if it continues to exist) shall be considered "new or additional" and assigned according to the order set forth in Paragraph 8 below.
 - Next, assign any remaining temporary work to temporary employees as "new or additional" work in the following order:
 - > First, offer work to three-year, part-time appointees up to and including a 1.0 time base.
 - > Next, offer work to all other part-time temporary faculty offered appointments pursuant to paragraphs 4 and 5 above up to and including a 1.0 time base; and
 - > Last, offer work to any other qualified candidate.

C. RANGE EVALUATION

- 1) Those wishing to apply for a range elevation should carefully review CBA Article 12.18 and FPPP 8.4.

- 2) Eligible individuals (CBA 12.17) must apply prior to March 1 for range elevation to be effective at the beginning of the following academic year. (FPPP 8.4) Accumulated teaching experience alone is not considered sufficient for appointment at a higher level. (CBA 12.18 and FPPP 8.4).
- 3) Denial of range elevations shall be subject to the peer review process. (CBA 12.20).

D. CRITERIA FOR EVALUATION OF PART-TIME LECTURERS

1) **Evaluation of Instruction**

- Primary Areas.
 - Organization.
 - Knowledge and currency in the field.
 - Communication effectiveness.
- Secondary Areas.
 - Utilization of appropriate and varied teaching methods and student learning experiences.
 - Involvement with K-12, general education, and/or enhancement of instructional technology.

- Evidence.

- Student evaluation of teaching (SET)

Standard university approved evaluations will be used on courses in compliance with the Department of Geography and Planning's policy on frequency—every semester for each section of course taught. (FPPP 8.1.b).

- Peer Classroom Visitations

One scheduled observation of classroom teaching by a faculty member familiar with the course content is required once a year. Additional observations should occur for temporary faculty teaching a course for the first time and faculty undergoing Periodic Evaluation. The committee or the lecturer also may request other faculty from outside the Department who are familiar with the content area to submit written evaluation(s) of classroom observations. All observations will address the points listed below. (2007-2010 CBA Article 15.14 and FPPP 8.2.d.5).

- > Currency, accuracy, and level of content presented.
- > Organization of content and material.
- > Appropriateness and effectiveness of instructional methods and materials.
- > Clarity of concepts and ideas.

- Course syllabi and related materials.

- > Conformance to policies outlines in (EM 08-40 and 92-13) regarding syllabi and grading policy.
- > Compliance with the Accessible Technology Initiative (ATI) AA-2007-04 for all instructional materials.

2) Professional Activity, Professional Ethics and Other Contributions

- Professional Activity is defined as within the field appropriate to the teaching assignment. Professional activity will be evaluated by evidence provided to document professional growth in the areas listed below.
 - Publications: Book, articles, edited volumes, monographs, reports, newspaper essays or articles, maps or other non-print media, conference proceedings or abstracts (in order of importance):
 - > Refereed or peer reviewed publications.
 - > Non-refereed or non-peer reviewed publications.
 - Editorial Services (in order of importance):
 - > Serving as editor of a professional journal.
 - > Reviewing articles or maps for publication in professional journals.
 - > Reviewing manuscripts for publishers.
 - Presentations (in order of importance):
 - > International or national level juried, conference, or invited presentations.
 - > Regional level juried, conference or invited presentations
 - > Poster session at an international, national or regional conference.
 - > Local level or invited presentations.
 - > Poster session at local conference or event.
 - > Participation at workshops or conferences.
 - > Attendance at professional meetings.
 - Grants or contract work (in order of importance):
 - > Awarded grants.
 - Amount.
 - > Applying for grants.
 - Amount.
 - > Serving as a professional consultant.
 - Professional Recognition and Honors (in order of importance):
 - > National recognition or honors.

- > Works cited by other scholars.
- > Regional and local recognition or honors.
- Membership and/or holding office in professional organizations such as the Association of American Geographers, California Geographical Society, American Geographical Society, American Planning Association.
- Other evidence for professional growth that the faculty member under review may wish to include for consideration.
- Performance on any other duties assigned in addition to teaching.
 - Per FPPP 1.1.e – A full-time faculty member with a 12-unit (or more) teaching load shall be available for consultation in his/her office for an aggregate time of five hours per week. Such office hours shall be scheduled at times and on days when affected students are normally in attendance. This provision shall be applied *pro rata* for faculty with less than 12-unit teaching load.
 - Cooperation with coordinators of multi-section general education and other service/support courses.
 - Prepare course syllabi and classroom materials in a timely fashion and in compliance with the Accessible Technology Initiative (AA-2007-04).
 - Be accessible via University e-mail to colleagues and students on a weekly basis.
 - Participate in the Department of Geography and Planning student assessment plans and policies.
- Professional ethics and conduct as described in Appendix III of the FPPP. A faculty member is expected to work collaboratively and productively with colleagues.
- Contributions that may not be specified in the job assignment but are supportive to the mission of the Department. Evidence may include:
 - University/college/department or unit level committees.
 - Development and/or implementation of innovative curriculum and/or programs.
 - Administrative assignments.
 - Community and regional involvement that affirms the role of the University.
 - Other evidence of contributions that a faculty member undergoing review may wish to include or that the Personnel Committee may deem appropriate.

E. PROCEDURES FOR EVALUATION OF PART-TIME LECTURERS

All part-time faculty will undergo Periodic Evaluation annually for the initial two personnel cycles, followed by biennial rather than annual reviews. If the faculty's course assignment changes, the review process returns to the initial two-year annual followed by either annual or biennial review cycle. At the discretion of the personnel committee, department chair, or upon

the candidates' petition a review may be schedule in a year succeeding an annual or biennial review.

University-wide evaluation procedures for part-time faculty are found in FPPP 8.2.d. GEOP requires SET evaluations for all classes each semester for all faculty and peer reviews every semester for all courses taught by part-time faculty who are not three-year appointments. Adjunct faculty with three-year appointments will have a peer-review of their teaching at least once a year and always when teaching a new course.

A department personnel committee shall submit a Periodic Evaluation report to the candidate and to the department chair (if writing a separate report) who will transmit the report and his/her own evaluation to the dean for review and entry into the personnel file. The report shall contain written evaluation of effectiveness and a statement as to whether the teaching performance is satisfactory.

The evaluation of temporary faculty results is a Periodic Evaluation; no recommendation as to subsequent employment is made. Subsequent employment is a new hiring action with its own consideration and recommendation.

F. SUPPORT MATERIALS FOR EVALUATION OF PART-TIME LECTURERS

The dossier should include: (1) a current curriculum vitae that follows the template provided by the College of Behavioral and Social Sciences; (2) a narrative that includes a discussion of teaching philosophy; a reflection on student evaluations of teaching and peer classroom observations of teaching; discussion of professional development activities pertinent to the teaching assignments, and of any service to the department, college, university, community and/or profession; (3) copies of SETS and peer evaluations of teachings as well as selected examples of teaching materials and professional work pertinent to the teaching assignment, and evidence of service to the department, college, university, community and to the profession.

G. CRITERIA FOR EVALUATION OF FULL-TIME LECTURERS

Evaluation of full-time lecturers will follow the Periodic Evaluation procedures for tenure-track faculty.

H. PROCEDURES FOR EVALUATION OF FULL-TIME LECTURERS

The evaluation of full-time temporary faculty will follow Periodic Evaluations procedures for tenure-track faculty (Student Evaluations of Teaching (SETs), peer classroom visitations and assessment categories). All full-time temporary faculty will undergo an annual review for the initial two personnel cycles, followed by biennial rather than annual reviews. If the faculty's course assignment changes, the review process returns to the initial two-year annual followed by either annual or biennial review cycle. The timetable for evaluation of full-time temporary faculty, regardless of the number of years the individual has served, follows the time schedule of review of Periodic Evaluation for probationary faculty with evaluation reports to the individual no later than May 15 (FPPP 8.3).

University-wide evaluation procedures for part-time faculty are found in FPPP 8.2.d. GEOP requires SET evaluations for all classes each semester for all faculty and peer reviews every semester for all courses taught by part-time faculty who are not three-year appointments. Adjunct faculty with three-year appointments will have a peer-review of their teaching at least once a year and always when teaching a new course.

A department personnel committee shall submit a Periodic Evaluation report to the candidate and to the department chair (if writing a separate report) who will transmit the report and his/her own evaluation to the dean for review and entry into the personnel file. The report shall contain written evaluation of effectiveness and a statement as to whether the teaching performance is satisfactory.

The evaluation of temporary faculty results is a Periodic Evaluation; no recommendation as to subsequent employment is made. Subsequent employment is a new hiring action with its own consideration and recommendation.

I. SUPPORT MATERIALS FOR EVALUATION OF FULL-TIME LECTURERS

In addition to the forms provided by the College for the faculty member's narrative and curriculum vitae, and student and peer evaluations, the faculty member can include evidence of professional development such as conference invitations or receipts, publications, evaluations for courses taken, receipt of workshops, and examples of professional work (reports, maps, grants, etc.) that are pertinent to the teaching assignment.