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INTRODUCTION

1. PURPOSE OF DOCUMENT

This statement prescribes the City and Regional Planning Department’s policies, evaluative criteria, and procedures for academic personnel actions in 1) original appointments, 2) reappointments, 3) promotion, 4) tenure, 5) Department Head review, and 6) post tenure review.

2. MISSION STATEMENT

This mission statement and implementation principles serve as reference points in the City and Regional Planning Department’s appointment, reappointment, promotion and tenure process. The City and Regional Planning Department’s Mission is to provide an excellent interdisciplinary education grounded in the values, ethics, knowledge and skills of the planning profession. We implement our mission through a practical applications education that prepares students to preserve and improve the quality of life in the natural and built environments with the underlying purpose of helping people build livable places and better communities.

3. GOALS AND OBJECTIVES OF THE DEPARTMENT (adopted in 1994)

Student Subject Matter
A. Acquire state-of-the art knowledge of planning by graduation.
B. Possess the ability to clearly and intelligently consult and explain planning processes and technical matters to individuals, client groups and their elected representatives.

Student Application of Subject Matter and Skills
A. Demonstrate the ability to apply a range of cogitative and analytical skills, as well as solutions to real world problems.
B. Demonstrate the ability to synthesize information for a number of subject areas and incorporate into the planning process.
C. Develop the ability to integrate knowledge and practice.
D. Communicate with clarity and assurance in written, spoken, graphic, photographic, computer and electronic media.
E. Work in collaboration with people and help resolve conflicts.
Student Values
A. Promote important values in the execution of the planning process.
B. Promote ethically responsible planning practices.

Student Preparation for Lifelong Learning and Career Development.
A. Recognize that professional preparation at graduation should be useful for initial employment, but also for lifelong learning and career advancement.

Faculty Resources, Balance and Composition
A. Maintain a well-balanced faculty who bring state-of-the-art material to the classroom.
B. Recognize outstanding faculty.
C. Retain existing department strengths in land use, design and environmental planning.
D. Promote excellence in teaching.
E. Provide the opportunity for students to receive high quality education.
F. Assure that students have a thorough understanding of the curriculum and the degree requirements.
G. Improve career advising.
H. Improve financial aid to students.

Research and Scholarly Activities
A. Improve atmosphere and support for research.
B. Acknowledge and reward faculty who do research.
C. Continue to provide service to the public through class projects, research, consulting, speaking engagement and participating in planning commissions and design advisory committees.
D. Increase community wide extension and educational courses.
E. Sponsor professional and public conferences on timely subjects.
F. Continue representation of faculty on various APA, regional ad statewide and national professional and academic committees.

Administrative and Fair Practices
A. Maintain a friendly, open and mutually supportive academic atmosphere.
B. Hold periodic colloquia where faculty can learn from one another, discuss professional level topics, such as findings from recent research or consulting, book reviews, curriculum ideas and classroom techniques, etc.

Diversity
A. CRP is committed to increasing the diversity of its students with respect to gender, economic situation, and ethnic origin.
B. CRP recognizes that comprehensive planning involves recognizing consequences of development patterns and plans and increasing choices for disadvantaged groups.
C. CRP seeks to achieve diversity in the composition of its faculty.
4. CAMPUS ADMINISTRATIVE MANUAL (CAM), CAMPUS ADMINISTRATIVE POLICIES (CAP) AND MEMORANDUM OF UNDERSTANDING (MOU) STATEMENT

The role and scope of responsibility for the candidate, tenured faculty, peer review committee(s), and Department Head are incorporated herein to offer clarification of the process and respective responsibilities of the participants in the appointment and review processes. If conflict arises between this document and the MOU, CAM, or CAP, then the MOU, CAM, or CAP shall prevail, with the MOU superceding.

5. DEFINITIONS

5.1 Performance Reviews
A Performance Review shall normally be required for:
- retention of a probationary faculty unit employee;
- award of tenure; and
- promotion

5.2 Periodic Evaluations
A periodic evaluation of a faculty unit employee shall be required for:
- evaluation of temporary faculty unit employees;
- probationary faculty unit employees who are not subject to a Performance Review (1st academic year evaluation); and
- tenured faculty unit employees who are not subject to a Performance review (post-tenure reviews).

5.3 Personnel Files Defined
The Personnel Files references in this document include the following:

Applicant Working File (AWF) – established by each applicant for a faculty position. It contains the original faculty application and supporting materials submitted by an applicant when applying for a position. Materials from the Applicant Working File become part of the Personnel Action File if the applicant receives and appointment by the Department. If no appointment is made, materials are retained by the department for a period of three years during which time applicants not hired may request that their supplementary materials be returned, or may use them for a subsequent recruitment within the department.

Working Personnel Action File (WPAF) – established for faculty undergoing a formal review for Retention, Promotion, Tenure (RPT) or for Periodic Evaluation including Post-Tenure review. It contains an updated resume/vitae, an Index of Materials submitted, all other material submitted by the candidate, and the comments submitted by each level or review during any phase of faculty evaluation. The updated resume/vitae and the Index, along with the evaluations and professional development plans, are transferred to the Personnel Action File.
after completion of the review process. The remaining materials are returned to
the review candidate.

Personnel Action File (PAF) is the official, permanent campus personnel file. It
contains such items as application and resume/vitae, letters of offer, student
evaluation of faculty, and previous faculty evaluations for faculty members who
have been appointed within the college. The Personnel Action File is maintained
by the dean.

PART I. PROCEDURES AND PROCESS

1. General

1.1 Personnel Files

Security of Personnel Files
During the period of review for appointment, retention, promotion, or tenure, the
candidate’s Applicant Working File or Working Personnel Action File shall reside
in the City and Regional Planning Department in the custody of the Department
Head. The Department Head shall assure the integrity and security of the files
while in his/her custody and shall facilitate access to the personnel files by the
faculty body participating in the review of the files.

1.1.1 Dissemination

This document and its appendices and a copy of Form AP109 shall be
distributed to the faculty unit employee at the time of employment. A
copy of the Memorandum of Understanding is available in the College of
Architecture and Environmental Design office. Available for online
viewing are the Campus Administrative Policies (www.policy.calpoly.edu)
and the Faculty Personnel Handbook (www.academic-
personnel.calpoly.edu).

1.2 Departmental Employment Equity Facilitator

The department is responsible for providing equal employment opportunities to
qualified applicants. The Department Head appoints an Employment Equity
Facilitator (EEF) for each job search/selection committee. The role of the EEF is
to ensure that the selection process is a careful, thorough, and systematic
consideration of the job qualifications of each applicant, and the selection is based
on valid job-related criteria. The EEF, among other things: assists in the
development of the job announcement; suggests recruitment strategies; briefs the
committee on Employment Equity Guidelines, and participates in search
committee meetings. Although not required, the EEF may be a voting member of
the committee.
1.3 Mentoring

Faculty holding rank of at least tenured associate professor shall be appointed by the Department Head to meet at least once a quarter with probationary faculty to discuss progress towards tenure and promotion and provide suggestions for improvement in the areas of instruction, professional development, leadership, collaboration, advising, service and outreach.

2. Procedures and Process for Appointments

2.1 Recruitment and Appointment Committees

The department elects a Recruitment and Appointment Committee at the beginning of each academic year for the purpose of reviewing and recommending to the Department Head anticipated recruitment needs, review of applicant pools, and assisting the Department Head in developing faculty position advertisements. The committee reviews and ranks all applicants and recommends to the Department Head in matters of recruitment to meet department needs. This committee is comprised of at least two tenured faculty. Probationary faculty and full-time lecturers can provide comments but do not vote on applicants.

2.2 Initial Appointments for Probationary, Tenured, Full-time and Part-time lecturer Pools

2.2.1 Advertising and Recruitment

Advertising and recruitment shall be done by the Department Head following established Cal Poly procedure. Announcements shall appear in the local daily newspapers, the national planning association newsletters (electronic), or any professional periodical the Department Head deems useful to disseminate the announcement. For probationary appointments, the Chronicle of Higher Education shall also be used.

2.2.2 Faculty Review of Applicants

For probationary, tenured and full-time lecturer pools, the Recruitment and Appointment Committee Chairperson shall establish a time for the full committee to review applicants not later than 7 working days after the position closes. This day and time shall be disseminated to the Recruitment and Appointment committee members at least one week prior to meeting.

For part-time lecturer pools, the Recruitment and Appointment committee shall appoint one or more members to review the pool no later than 10 working days after the pool closes. The part-time review shall consist of
providing the Department Head with a signed list of candidates deemed qualified, based on professional experience, teaching skills, and special skills required for particular course needs.

2.2.3 Appointment Procedures

For probationary, tenured and full-time lecturer pools, the Recruitment and Appointment Committee Chairperson shall establish a procedure to collect input from non-tenured faculty and students. After input is taken, a meeting shall be held with the committee to formulate a ranked list of acceptable candidates to be forwarded to the Department Head. From the ranked list, the Department Head shall choose one for appointment, and consult the Dean concerning the appointment, prior to engaging in preliminary discussions with the candidate, but no offer shall be considered official until the candidate receives a letter of employment signed by the Dean. Should the candidate chosen not accept the offer, the Department Head shall consult with the Recruitment and Appointment Committee regarding the remaining pool, and if the search should be readvertised.

For part-time faculty, the Department Head shall make the appointments from the list of qualified candidates provided by the Recruitment and Appointment Committee.

2.3 Faculty Transfers

Should a tenured or probationary faculty member from another campus department wish to seek transfer to the City and Regional Planning Department, the candidate shall go through a comparable application and review process as that of a recruitment for a probationary position. The comments and recommendations of the Recruitment and Appointment Committee shall be considered by the Department Head, who shall make a recommendation to the Dean for or against approval of the transfer. The Department Head shall report the recommendation to the Recruitment and Appointment Committee.

Transfer candidates may be considered for acceptance at their current rank with the University, but an offer of lesser rank can be recommended by the Department, subject to approval by the Dean and Provost. The qualifications of transfer candidates shall be evaluated relative to the criteria established herein for the equivalent rank in the City and Regional Planning Department.

2.4 Reappointment of Full-time Lecturers

Reappointment(s) is not a guarantee of subsequent reappointment. Previous periodic evaluations located in the official Personnel Action File are required to be carefully reviewed by each Committee member and the Department Head
along with applications materials submitted by the candidate. The signature log in the PAF must be signed before a recommendation is made. The Recruitment and Appointment Committee provides a recommendation to the Department Head, based on a review of all submitted material, the needs of the department, and potential to make a continued contribution to the department. The Department Head makes a separate recommendation to the Dean who is the appointing authority.

2.5 Emergency Appointments

If unforeseen circumstances make it necessary to make an Emergency Appointment, the Department Head shall conduct a search for a qualified candidate through professional contacts and phone networking. The Recruitment and Appointment Committee Chairperson shall be consulted regarding qualified candidates. Upon consultation with the Recruitment and Appointment Committee Chairperson, the Department Head shall proceed to present the Dean with one or more eligible candidates for appointment. A statement of qualifications shall be written for each appointment, and three references obtained.

3. Procedures and Process for Evaluations and Reviews

The University’s Faculty Evaluation Form (Form AP109) shall be utilized by the each level of review. In each category of Form AP109, the evaluator(s) shall indicate whether the performance is less than adequate, adequate, better than adequate, or meritorious. This scale is to be interpreted as matching the four-category scale listed on the Form AP109, Section V. The candidate will be provided a seven day period to request a meeting a with the evaluator(s) and/or to submit a written rebuttal before an evaluation is forwarded to the next level of review.

General - Peer Review Committees

Evaluations of an individual’s teaching performance, professional development, and service will be made by the elected Peer Review Committees (PRC) at the department level for Performance Review and also at the college level for tenure and promotion actions.

The Peer Review Committee chooses its own chairperson at the beginning of each academic year.

The committee evaluates full time lecturers but does not evaluate part-time lecturers. The committee is comprised of tenured faculty, see Section 3.1.5.1 below. A minimum of three eligible faculty shall comprise the committee for tenure and promotion actions. If three individuals are not available within the department, the Committee Chair will request tenured faculty from other departments to serve. The candidate under review may submit recommendations of appropriate outside faculty to the Chair. The PRC Chair is not under any obligation to act on the recommendations, but shall take them under
consideration. The candidate under review may appeal, in writing, to the Department Head any selection of outside faculty. The Department Head may ask for a review and reconsideration of outside appointments.

Evaluations should be a continuing, constructive process with the goal of assisting faculty to reach higher levels of professional competency.

Evaluation of a faculty member’s performance shall be sufficiently comprehensive to permit the evaluators to observe a cross section of the individual faculty member’s performance (in teaching, professional development and service). The overall evaluation of candidate’s contribution shall take into consideration the workload over the entire period in terms of intensity of assignments and demonstrated outcomes.

Emphasis shall be upon the supportive function of evaluation, as well as the necessary function of providing a basis for personnel action decisions. These twin objectives will then serve the individual, the department and the University.

Recommendations for personnel action will be made after review of the candidate’s Working Personnel Action File and Personnel Action File. Such review is a professional responsibility of all evaluators. All evaluators are required to sign the file review log sheets in both files. It is the responsibility of the PRC to ensure that the review is conducted by the evaluating faculty. No recommendation shall be made prior to examining these files. Evaluations should contain factual and specific evidence in support of the recommendation. If evaluations have been prepared separately by each member of the elected Peer Review Committee, each shall complete and sign his/her recommendations on a separate Form AP109. The vote of the Peer Review Committee shall be recorded. Abstaining from a recommendation is to be resorted to only in unusual circumstances; such circumstances shall be fully explained.

Evaluations of faculty shall be in compliance with the timetable announced by the Provost and Vice President for Academic Affairs each Fall Quarter.

3.1 Performance Reviews for Retention, Tenure and Promotion

3.1.1 Faculty Submittals for Retention, Tenure and Promotion. This also applies for the post tenure review submittal year. Faculty with tenure, but not up for post tenure review do not complete this section (3.1.1) on an annual basis.

The candidate is responsible for presenting clear, yet concise, evidence of qualifications for retention, promotion and tenure and post-tenure review. This subsection sets out documentation needed on an annual basis and at times of tenure and promotion.

Candidates shall include, at a minimum, the following materials in their Working Personnel Action File. (Please note that materials already
contained in the candidate’s Personnel Action File need not be duplicated for the Working Personnel Action File):

A descriptive Index of Materials submitted with each section labeled to match the materials submitted
A current and accurate curriculum vitae (up to month of submittal) (see Appendix 1)
Official evidence of all relevant degrees, certificates, diplomas and licenses
A current professional development plan (see Appendix 5 for guidelines)
Copies of all recent publications submitted or published (not in progress)
Curriculum development materials
Copies of papers read at scholarly meetings or professional conferences that appear on the CV or for which the College or Department provided financial support.
Course syllabi for the prior year (for retention).
Provide a range of examples representing each of the previous five years (only for promotion and tenure action)
Clear identification of the candidate’s role in any group work submitted
A statement of areas of improvement relative to recommendations of previous evaluations
Evidence of awards, honors, and recognitions (professional, academic, and service)
Documentation of service areas and a discussion of areas considered as meritorious service

3.1.2 Teaching Chart for Retention, Tenure, Promotion and Post Tenure Review

A chart of the prior two years of Student Evaluations of Teaching Performance shall be prepared by the Department reflecting the scores of the grand total, the required mean and the overall teaching ability categories. This chart shall be provided to the candidate for inclusion in the Working Personnel File documentation. A minimum of one course evaluation should be administered for each quarter taught over the immediately previous 2-year interval. Missing data needs to be satisfactorily explained by the candidate.

3.1.3 Narrative Report

For the promotion/tenure year, the candidate shall prepare (for the Working Personnel File) a narrative of no more than five (5) pages using the Professional Development Plan categories of past achievements including, as appropriate, discussion of workload constraints that may
have influenced student evaluations or goal attainment in professional development or service.

The candidate report can draw from: peer/external evaluations, evidence of student achievements, evidence of innovative pedagogy and curriculum development, new course, program, or degree development, existing course, program or degree development, course materials prepared for students, including syllabi, handouts, exams, and special awards given for student works, etc.

3.1.4 Professional Development Plan and Faculty Activity Report

All full-time tenured, tenure track and lecturer faculty members are required to develop an annual Professional Development Plan (PDP). The PDP shall follow the department Professional Development Plan Guidelines (see Appendix 5). As a minimum the plan shall state how the faculty member intends to provide substantive contributions to his/her discipline and how these contributions are useful in keeping his/her teaching current and relevant to the field.

The PDP shall establish specific milestones related to teaching, professional development and service with an emphasis on the time consideration for tenure and promotion. The PDP Guidelines are attached as Appendix 5. The Department Head and the PRC shall review Professional Development Plans for concurrency with the guidelines, and may recommend revisions as is appropriate.

Each Fall by week five continuing full-time faculty members shall complete a departmental Faculty Activity Report for the previous academic year for inclusion in the Working Personnel Action File (see Appendix 4).

3.1.5 Levels of Review for Retention, Promotion and Tenure

For retention of probationary faculty there are three levels of review, the first being conducted by the Department Peer Review Committee. The work of the Peer Review Committee is used by the Department Head who conducts the second level of review. Both levels of review are provided to the Dean who conducts the third level of review and forwards his recommendations to the President. For promotion and tenure, an additional level of review is conducted by the CAED College Peer Review Committee prior to the Dean’s review.
3.1.5.1 Department Peer Review Committee

The PRC shall include all elected full-time tenured faculty who are not on leave or on off-campus assignment during the review cycle or serving on the College Peer Review Committee. The departmental PRC conducts the first level of review. For promotion, Committee members must hold a higher academic rank than the candidate under consideration. Candidates being considered for promotion are not eligible to serve on promotion or tenure committees, but may serve on retention committees. The PRC shall provide a copy of its evaluation and recommendation to the candidate seven days prior to sending it to the Department Head. During this period, the candidate may provide a written statement, rebuttal and/or request a meeting with the Committee for the purpose of clarification of evaluation content.

3.1.5.2 Department Head Review

The Department Head shall receive the Working Personnel Action File which includes all materials provided by the candidate as well as the written review of the Peer Review Committee for probation, retention, promotion, tenure, and full-time lecturers, and may consult with the Committee Chairperson for clarification. The Department Head shall prepare an additional evaluation and recommendation to be forwarded to the candidate seven days prior to sending it to the Dean. During this period, the candidate may provide a written statement, rebuttal and/or request a meeting with the Department Head.

The Department Head conducts the first level of review for part-time faculty, which is then forwarded to the Dean.

3.1.5.3 College Peer Review Committee

The department shall elect one full-time tenured faculty member to serve on the College Peer Review Committee for a two-year term. This committee serves as a college-wide personnel review committee. This faculty member shall not serve on the department Peer Review Committee for promotion.
3.1.5.4 College Dean Review

The Dean receives the Working Personnel Action File which includes all materials provided by the candidate as well as recommendations from the prior levels of review and makes a recommendation to the President. (See College RPT document for procedures relating to the Dean’s review.)

3.2 Periodic Evaluations for 1st-year Probationary Faculty, Full-time Lecturers

The candidate will be provided with the evaluation seven days prior to it being forwarded to the next level of review. During this time the candidate may provide a written statement, rebuttal and or request a meeting with the evaluator(s). Any written statement will be added to the file for consideration by subsequent levels of review.

3.2.1 Faculty Submittals for 1st-year Probationary Faculty, Full-time Lecturers

(See Part I, Section 3.1.1)

3.2.2 Level of Review for 1st-year Probationary Faculty, Full-time Lecturers

3.2.2.1 Department Peer Review Committee

The PRC shall include elected tenured faculty who are not on leave or on off-campus assignment during the review cycle. The PRC conducts the first level of periodic review.

3.2.2.2 Department Head Review

The Department Head shall receive the written reviews of the Peer Review Committee and may consult with the Committee Chairperson for clarification. The Department Head shall prepare an additional evaluation and recommendation to be forwarded to the Dean.

3.2.2.3 College Dean Review

The Dean receives recommendations from the prior levels of review and makes a recommendation. (See College RPT document for procedures relating to the Dean’s review.)
3.3 Periodic Evaluations for Post Tenure

3.3.1 Faculty Submittals for Post Tenure

In addition to the documentation formats called for in 3.1.1 related to actual courses, service and professional development, the faculty member shall submit a detailed self-evaluation of their performance in the areas of teaching professional development and service for the previous four years that includes self-recommendations for areas of improvement.

3.3.2 Levels of Review for Post Tenure

3.3.2.1 Department Peer Review Committee

Committee members shall have the same or higher rank as those being considered. If additional tenured faculty are required, the Committee Chair shall request additional members to be appointed from other departments. The Peer Review Committee shall submit its review in writing to the Department Head after a seven-day period for candidate response.

3.3.2.2 Department Head Review

The Department Head shall receive the written reviews of the Peer Review Committee and may consult with the Committee Chairperson for clarification. The Department Head shall prepare an additional evaluation and recommendation to be forwarded to the Dean.

3.3.2.3 College Dean Review

The Dean receives recommendations from the prior levels of review and makes an assessment. (See College RPT document for procedures relating to the Dean’s review.) The PRC chair and the Department Head shall meet with the tenured faculty member and the Dean to discuss the results of the review.

3.4 Periodic Evaluation for Part-time Lecturers

3.4.1 Faculty Submittals for Part-time Lecturers

Part-time Lecturers shall provide an updated resume, any evaluation material related to the courses they teach and evidence of professional development, normally through practice.
3.4.2 Levels of Review for Part-time Lecturers

3.4.2.1 Department Head Review

The Department Head conducts the first-level review, which is then forwarded to the Dean. The Department Head will provide the opportunity for tenured faculty to provide input as to the performance and quality of instruction provided by the faculty member under review.

The Department Head shall conduct reviews of all part-time faculty appointed for the entire academic year. Periodic evaluations of those appointed for one- or two-quarters are at the discretion of the Department Head, or upon request of the lecturer.

3.4.2.2 College Dean Review

The Dean receives recommendations from Department Head and makes an assessment. (See College RPT document for procedures relating to the Dean’s review.)

3.5 Department Head Periodic Review Process and Procedures

There will be an annual Department Head review during Spring Quarter. Review of the Department Head in his/her role as the Department leader and administrator is an excellent opportunity for dialogue between the Department Head and the faculty. The Department Head shall have annual open dialogue with the full-time faculty. An administrative goals and development plan and a list of accomplishments shall be distributed to the full-time faculty five working days prior to the meeting. The results of that dialogue will be incorporated into the Department Head’s evaluation of his/her past year’s accomplishments.

The Peer Review Committee may speak to part-time faculty and students as part of their annual review process. Within five days of the open full-time faculty discussion session the Peer Review Committee Chairperson will forward the faculty’s comments to the Department Head for his/her response.

Scheduling of this CRP meeting shall normally occur after the university solicited Department Head review.
PART II. CRITERIA

1. Criteria for Initial Appointments

1.1 Probationary

For all probationary (tenure track) categories, one academic degree will be in planning or the equivalent. A Ph.D. or Professional Doctorate is the primary academic preparation for probationary positions. Probationary appointments are normally at the Assistant Professor rank. Appointment at a higher level is considered when the candidate has substantial teaching and/or practice experience and meets all eligibility requirements of the academic rank under consideration. The tenured faculty are to act in a consultative role regarding exceptions to the normal criteria.

1.1.1 Assistant Professor

- Assistant professors must meet the basic Probationary Criteria (or Exception Criteria). A doctoral candidate who has been advanced to candidacy and has only to complete a dissertation may be considered.
- Demonstrated ability as a successful teacher or evidence of ability.
- Educational and demonstrated professional experience appropriate to the teaching area of the position announcement.

1.1.2 Associate Professor

An associate professor shall (1) have a Ph.D. (or Professional Doctorate) with five years experience in a combination of teaching, research, or practice (two of the three areas are required) or, (2) be subject to Part II, section 1.3, Exceptions.

Appointees without a Ph.D. will demonstrate current and substantial contributions to the practice and excellence in the teaching of planning. The work shall compare in effort and individual accomplishment to completion of a Ph.D. or a Professional Doctorate.

1.1.3 Professor

The appointment to full professor rank is an acknowledgment of exceptional career accomplishment. Individuals in this rank are obligated to continued professional growth and other responsibilities of a senior faculty member.

An appointment to full professor shall have either, (1) a Ph.D. or a Professional doctorate, and a distinguished record of accomplishment.
extending for at least ten years in a combination of teaching, research, and practice (all three are required) or (2) be qualified as an exception and have ten or more years of distinguished experience in some combination of teaching, professional practice or research.

1.2 Lecturers

All lecturers are required to possess a degree in their field of instruction with academic preparation, currency and experience for the courses assigned to them. Full-time lecturers shall meet the department’s Basic Eligibility Criteria. If a part-time lecturer does not possess an advanced degree, appropriate professional experience in the previous five years is required for appointment. The rank of appointment for lecturers shall conform to the academic and professional criteria for tenure track faculty with allowance made for candidates in specializations such as law where level adjustments may be appropriate. The tenured faculty shall act in a consultative role regarding such exceptions. Lectureship positions are temporary positions.

1.2.1 Full time Lecturers

Full-time lecturer appointments require an earned master’s degree and (a) a minimum of five years professional or teaching experience or (b) specialized expertise required by the department.

1.2.2 Part-time Lecturers

Part-time lecturer appointments require an earned degree in city and regional planning or a degree that fulfills a special departmental need (such as law).

1.3. Exceptions

Individuals of exceptional professional and/or academic distinction within the field of city planning may be considered for a faculty position without the credentials cited in Part II, sections 1.1 or 1.2. Such action would be taken by the faculty only when a specific person has the known and demonstrated qualifications to make an outstanding contribution to the department. (Such an appointment requires approval of the Dean and the Provost.)

1.4 Emergency Hires

When unforeseen circumstances occur and there are no eligible candidates on the full- or part-time lecturer pool list to teach a given course(s), the Department Head, after consultation with the Recruitment and Appointment Committee Chairperson, shall recommend to the dean a qualified person outside of the pool.
The basic criteria for selection from outside the pool are specific demonstrated expertise in the subject area and capacity for instruction in the mode and level.

1.5 Other

The appropriateness of any degree and the evaluation of professional and teaching qualifications will be determined by the department committee reviewing applications consistent with the basic eligibility and appointment criteria.

American Institute of Certified Planners (AICP) certification or other appropriate professional registration related to areas of teaching is also a consideration in the ranking of candidates for faculty position appointments, in reappointment and promotion decisions and in granting of tenure.

2. Criteria for Retention, Reappointment, Promotion, Tenure and Lecturer Range Elevation (all levels)

Retention and reappointment are not automatic. Reappointment(s) is not a guarantee of subsequent reappointment or the granting of tenure; and the granting of tenure does not guarantee future promotion. Evaluation in consideration of reappointment becomes more critical each subsequent year of the probationary period. Retention and reappointment are substantiated by evidence of successful teaching effectiveness, active participation in departmental affairs, academic and professional achievement, professional development, and attention to suggestions for improvement noted in performance reviews.

Student evaluations will be conducted on all faculty as follows: (1) At least one course per quarter for all full-time faculty; (2) all courses will be evaluated for part-time faculty. The depth and intensity of evaluations increase with higher ranks held by the individual, and with the personnel action (e.g., tenure/promotion) under consideration. The period under consideration for reappointment shall be the date from the last evaluation. Statements in the Form AP109 shall be clear and reference actual documentation and determination of progress and areas of suggested improvement. If a probationary faculty member does not have the potential for promotion to Associate or Full Professor, tenure should not be granted. If deemed needed, the Peer Review Committee, can seek external evaluation of materials in the Working Personnel File. External evaluation is review of the candidate’s work by faculty or expert professionals not in the department, following the provisions of MOU Section 15.12.

A. TEACHING (all levels)

Teaching ability, relevance and currency of course materials, coordination of courses with CRP curricula. Effective teaching is the primary faculty mission of Cal Poly, and of the California State University system as a whole. The minimum CRP faculty requirement is to maintain currency in the topical content of all courses taught and to judiciously experiment with teaching methods or techniques that show promise for enhancing classroom results.
Teaching effectiveness will be evaluated with reference to student and faculty evaluations of teaching performance over the prior period, with the achievements for the prior two-year period being the basis for PRC recommendations. Student evaluations will be conducted on all faculty as follows: (1) At least one course per quarter for all full-time faculty; (2) all courses will be evaluated for part-time faculty.

B. TEACHING PERFORMANCE CRITERIA (for all levels except part-time lecturers).

There are two portions to the evaluation of teaching performance, 1) quantitative function of student course evaluation ratings, and 2) a subjective evaluation of teaching performance and goal attainment determination made by the PRC. The student evaluation portion will be weighted by .65, and the subjective portion will be weighted by .35.

The student course evaluation portion is calculated by computing an overall average required mean rating for the quarter mean totals (of the evaluation instrument) for the two most recent consecutive years. Multiply this average by .65 to obtain the raw score for the student course evaluation portion. This number will be compared to the departmental mean and ranges.

For the subjective portion, the PRC will make the evaluation on a 1 to 4 point scale (1 being lowest and 4 being the highest) This rating will be multiplied by .35 to obtain to raw score for the subjective portion. In determining this score the PRC takes into account subcomponents of the evaluation form, for example, class visits (see Appendix 6 for sample evaluation form), review of syllabi, letters in the Personal Action File, and effectiveness as an instructor in such areas as senior project, master’s thesis, professional project, student mentorship, changes in evaluation over time and student grades.

The two portions will be calculated to obtain a total teaching score. This score shall be used as a base factor in the Form AP109 ranking and in determining teaching merit, which shall be compared to the departmental norms.

C. TEACHING PERFORMANCE CRITERIA (for part-time lecturers)

Subject to criteria in Part 2, Section 2.A above. Shall demonstrate ability to bring state-of-the-knowledge material to the classroom, motivate student learning, teach effectively from the departmental course outline, if provided, and receive at least average student evaluation scores. In-class evaluations by the Department Head and invited comments from other faculty can be utilized in the periodic review.

D. SCHOLARSHIP AND PROFESSIONAL DEVELOPMENT (not applicable to part-time lecturers)
Professional development activities shall be evaluated according to the departmental guidelines and to the level of achievement of the goals and objectives set down in the candidate’s professional development plan.

The departmental professional development guidelines (Professional Development Guidelines, September 1, 1993 as amended) are found in Appendix 2. Each new full-time faculty member shall meet with the Peer Review Committee in the fall of his/her initial year to discuss how to develop their Professional Development Plan.

E. SERVICE TO THE UNIVERSITY, COLLEGE AND COMMUNITY (not applicable to part-time lecturers)

University and professional service is essential for the efficient functioning of the institution’s educational program. The department encourages and supports faculty to be continuously engaged in increasingly higher levels of service efforts as their career advances. Leadership service roles are expected of faculty and are a necessary aspect of meeting the guidelines for satisfactory service as a faculty member. The Professional Development Plan shall reflect the intent of this section.

1. Categories of Service Recognized

a. Service to the University

The individual’s willingness to participate in university-wide assignments is a critical indication of a faculty member’s collegiality and professional generosity. Service to the university includes participation in activities of the following types: university, college, and department committees; other university organizations; support to student clubs and student co-curricular activities. Appointment to departmental, college and university committees, while required of all full time faculty, is by itself not considered meritorious.

b. Service to the Profession

Attendance and participation in national and state planning activities of one of the following is required: American Planning Association (APA), Association of Collegiate Schools of Planning (ACSP), the Urban and Regional Information Sciences Association (URISA), the Association of Environmental Professionals (AEP), the Environmental Design Research Association (EDRA), or the Urban Land Institute (ULI). Other professional organizations may be suggested in the candidate’s Professional Development Plan,
and are subject to acceptance by the PRC and the Department Head.

c. Service to the Community

The faculty have an obligation to serve the community using their professional expertise. Such service is in addition to the University service mentioned above, and may take a variety of forms, the preferred being service on public service boards and commissions related to city and regional planning.

2. Evidence of Service Merit

Merit is defined as demonstrated achievement beyond the effort expected to maintain professional service currency. With regard to university service, service in leadership roles on major committees is expected for promotion, and should increase in relation to rank. Consideration of merit is related to the significance of the assignment in the university community and the effort expended by the faculty member. For service to the profession, merit is demonstrated by leadership roles in professional organizations and by activities that lead to advancement of the profession. In determining the significance of professional activities, the national and/or state and local importance of the assignment shall be considered as well as the level of contribution. Election to professional boards and committees by peers is evidence of merit. The value of contributions that promote or advance planning practice should be supported by evidence of widespread adoption of innovations. Selection by professional organizations to carry out tasks requiring professional expertise is evidence of merit. Appointment to planning and environmental boards and commissions by elected officials is evidence of recognition of community service contributions. The service record shall establish coherent themes that contribute to teaching relevance. Similarly, task force appointments to produce work of importance to the community (city planning, environmental planning and environmental design) are also important. Special recognition and awards by communities or by professional organizations are additional evidence of merit.

The candidate shall document meritorious service by dates of service, description of the nature of the contributions and other information useful in determining the level of contribution and the significance of the work to the university, profession and/or the community. Documentation shall be sufficient to provide evaluators with a clear understanding of the level and impact of the service activities.
F. Other Factors of Consideration (all levels)

1. Ability to work effectively with colleagues as evidenced by completing assigned tasks on time, ability to listen to others, to work collectively, and to respect others (staff, faculty, students).

2. Initiative as evidenced by self-directed devotion of time and effort to improving existing departmental facilities, student support efforts, curriculum or recruitment efforts, or beginning new efforts that implement the department’s mission.

3. Cooperation as evidenced by attentiveness, willingness to share tasks and show respect for others.

4. Reliability as evidenced by completing related tasks in a timely fashion, including syllabi, textbook orders, and assigned committee tasks.

5. Leadership, acceptance of responsibility as evidenced by the accepting tasks and working to gain the needed support, over time, to complete the tasks and assignment. In this category are efforts that assist in implementing the department’s mission.

6. Professional conduct. Faculty members are expected to conduct themselves in a professional manner toward all members of the university community. See Appendix 2 for a discussion of professional conduct requirements.

7. The overall evaluation of a candidate’s contribution will take into consideration the workload over the entire period, in terms of intensity of assignments, and demonstrated outcomes.

2.1 Probationary (tenure track)

1st year:
- The candidate shall show evidence of successful teaching performance and class management, including formal classroom evaluations and an indication for further improvement.
- The candidate shall show evidence of satisfactory progress toward tenure requirements regarding professional development achievement.
- The candidate shall show evidence of an appropriate level of service, consistent with academic rank.

2nd year: teaching ability, department committee assignments and administrative work, professional development, ongoing involvement and leadership in area(s) of specialization, including participation as a senior project or master’s thesis advisor. For candidates in ABD status, reappointment will not be made if the
degree is not completed within two years of initial appointment or sooner by agreement. Appointees without a Ph.D. will not be reappointed unless they demonstrate current and substantial contributions to the practice and teaching of planning. The work shall compare in effort and individual accomplishment to completion of a Ph.D.

3rd year to 6th year: additionally, increased proficiency in subject matter taught; evidence of ability to achieve merit in teaching; collaboration and coordination of CRP coursework; college and university-level service; evidence of continued contributions in professional development as set down in the department guidelines; and service activities that involve higher levels of responsibility and leadership.

2.1.1 Criteria for Tenure

The most important criteria for tenure are a high level of performance related to the educational mission of the department and a demonstration of personal leadership. This is evidenced through personal dedication to student learning, advancement of the teaching of planning and the profession, a sustained record of continued professional development, participation and leadership in attaining departmental objectives, and the ability and willingness to work cooperatively and productively with others in the department. Recognition of academic and/or professional contributions to the field of planning will be evidenced.

To qualify for tenure, a candidate shall first and foremost demonstrate a meritorious record in teaching. In addition they shall demonstrate a meritorious record in a second category: either professional development, or service. The candidate’s record in the third category shall be considered at least adequate. Personnel characteristics related to leadership and personal conduct are also taken into consideration and valued. If the individual is a candidate for early tenure, additional requirements are imposed (see section C below).

A. Full-time probationary academic employees normally serve six (6) years of full-time probationary or credited service.

B. At the time of initial appointment to a probationary status, the tenured faculty may recommend the granting of up to two (2) years of service credit for probation based on previous service at a post-secondary education institution, previous full-time CSU employment, or comparable experience.

C. Probationary candidate may request consideration for tenure after the first year of employment and each subsequent year. An applicant for early tenure shall show evidence of outstanding
performance in each of the following areas: teaching, professional growth and achievement, and University and community service. In evaluating each of these three areas, primary consideration shall be placed on performance at this university, but past record may be considered where it appears to be a reasonable predictor of the faculty member’s future performance at Cal Poly.

D. Possession of the Ph.D. or a Professional Doctorate is a normal requirement of the Department for the awarding of tenure. For exceptions, see section Part II, Section 2.1.3.

2.1.2 Promotion

A. The principal emphases in promotion consideration are merit, ability to contribute to the department mission and leadership. Merit is defined as demonstrated achievement beyond the effort expected to merely maintain teaching, professional service or academic currency. Merit begins with a dedication to make a contribution to a particular area of endeavor (teaching, professional development, service) and continues in completing the contribution.

B. The intensity and depth of the performance review evaluation shall increase at each higher level of rank.

C. Performance review evaluations for promotion to higher rank shall be based upon comprehensive assessments of the individual’s performance since the last promotion or appointment at this institution. Emphasis shall be on current and recent achievement.

D. Promotion to Associate Professor:

1. A candidate shall first have a meritorious record in teaching. In addition the candidate shall demonstrate a meritorious record in a second category: either professional development, or service. The candidate’s record in the third category shall be considered at least adequate.

2. Possession of the Ph.D. or a Professional Planning Doctorate is a normal requirement of the Department for the awarding of tenure. For exceptions, see section V.B.

3. Persons not seeking consideration for promotion shall declare the same through a written request to the Dean prior to November 1st of the evaluation year.
E. Promotion to Full Professor:

1. For promotion to Full Professor the same criteria as those for promotion to Associate Professor will apply, but the candidate will have to meet an additional qualification. The candidate shall be judged to be meritorious in teaching and one other area (professional development or service). In the third area the candidate shall be judged to have made continuous progress, beyond adequate performance.

2. Eligible Associate Professors will, upon application, be reviewed and evaluated for promotion by the Department Peer Review Committee.

3. Persons not seeking consideration for promotion shall declare the same through a written request to the Dean prior to November 1st of the evaluation year, or sooner.

2.1.3 Exceptions

Persons appointed to faculty positions based on exceptional distinction may be reappointed, promoted and granted tenure. The requirements for a Ph.D. or Professional Doctorate degree specified elsewhere in this document do not apply to these appointments. However, all other criteria for reappointment, retention, promotion and tenure are the same as other faculty at similar rank.

2.2 Lecturers

2.2.1 Full-time Lecturers and MOU entitled (12.12 or 12.3)

A. 1st year: demonstrated teaching ability as evidenced by student evaluations, faculty classroom visit, course materials prepared, and effectiveness of student acquisition of course learning outcomes.

B. 2nd year: additionally, participation in department committee work and contribution to departmental goals, particularly in instructional advancement, supervision of senior projects, demonstrated participation in service activities appropriate to the assignment, evidence of professional development activities.

C. 3rd year to 6th year: additionally, increased proficiency in subject matter taught; evidence of meritorious teaching; collaboration and coordination of CRP coursework; college and university-level and community service appropriate to the assignment; evidence of
continued professional development in some combination of professional experience, research, publications.

D. The intensity and depth of the periodic review evaluation shall increase at each higher level of rank.

2.2.2 Part-time Lecturers

All years: Teaching ability, relevance and currency of course materials, coordination of courses with CRP curricula, evidence of continued professional development, generally as a practitioner.

2.3 Criteria for Range Elevation of Lecturers

Elevation is not automatic. It is awarded after review and currency with the CAED ARPT document and the criteria below.

At least five years (equivalent full-time) teaching in their current range, with no more eligibility for service step increases in their current range; evidence of meritorious teaching; evidence of continued professional development that is demonstrably linked to teaching; meritorious service to the Department and College appropriate to the assignment. The department shall notify candidates of their eligibility. Request for elevation must be made by February, or at time of application, to be effective the following academic year. Requests are made in writing to the Department Head and shall document the reasons for the requests, and shall include a Working Personnel Action File WPAF with evidence of merit.

The PRC shall review these applications and make a recommendation to the Department Head and inform the candidate in writing of its recommendation. The Department Head shall make a recommendation to the Dean and provide a copy to the candidate. The Department Head recommendation shall be made no later than the end of the academic year in which the request made. The Dean shall advise the candidate of his/her decision within 30 days of receiving the Department Head’s recommendation.

2.4 Criteria for Service Step Salary Increase

To be eligible for step increases based on service, the candidate must provide satisfactory evidence of academic, professional, research, and/or general activities and accomplishments during the previous year. Accomplishments should be of a quality and scope appropriate to academic rank. The awarding of service step increases is dependent upon the provisions of the MOU in force at the time.
2.5 Criteria for Post-Tenure Review

Continued meritorious performance in teaching and one other area (professional development or service) are required. A record of leadership in one of these areas is expected to be demonstrated.
APPENDIX 1

FACULTY RESUME (REQUIRED UPDATE)

This worksheet is intended to assist you in preparing your resume. Included are many categories of professional activity which may be appropriate. It might be appropriate to index the entries on the resume to any supporting material which also appears in your file.

Please keep in mind that the supporting materials that you submit should be thorough but not extraneous. They should be concise and appropriate to the period in rank (promotion candidates), the period of your probationary tenure-track appointment at Cal Poly, and for post-tenure review. Please endeavor to keep these materials as brief and as organized as possible, while ensuring that your application is thoroughly documented. Candidates are requested to submit their Working Personnel Action File materials in binders of three inch capacity or smaller.

Evaluation Categories

I. BACKGROUND
   - Education (all earned degrees and dates issued)
   - Certification or licensing (list only current licenses, with numbers)
   - Academic experience
     - Related professional experience

II. TEACHING RELATED ACTIVITIES – Cal Poly
   - Courses and laboratories taught
   - New course preparation
   - Major revisions and innovations in existing courses
   - Curriculum development
   - Senior projects, Master’s theses, Master’s projects or student research supervised
   - Student advising
   - Awards related to courses
   - Current instruction related projects
     - Invited classroom lectures
     - Other

III. TEACHING RELATED ACTIVITIES – Other than Cal Poly
   - Courses and laboratories taught
     - Invited professional and scholarly lectures given outside of Cal Poly (place, dates, topic)
IV. PROFESSIONAL GROWTH AND DEVELOPMENT ACTIVITIES

- Activities completed (with primary emphasis on activities completed since coming to Cal Poly for probationary faculty, for period in rank for candidates for promotion, and for post-tenure review)
- Be specific, including dates, about activities such as research; consulting; commissions; patents; copyrights; creative achievement; relationships with business and industry; projects completed; papers presented; reviews; professional workshops offered; professional conferences/workshops attended, etc.
- Service on Journal Editorial Boards and referring submitted papers/
- Published professional work
- Published scholarly works
- Participation in professional associations and organizations
- Grants,
- Contracts,
- Fellowships, and honors
- Current projects and activities related to your field

V. SERVICE

- University
- College
- Department
- Community (activities related to professional expertise)
- Professional
A. Introduction:

The Cal Poly Strategic Plan states: “The faculty shall be encouraged to be proficient and current in their disciplines as well as their teaching skill. Excellence in teaching is the primary purpose of Cal Poly's faculty, and active participation in various types of scholarly activities is essential to meeting this goal. Cal Poly recognizes and endorses four types of scholarship as part of the expectations for faculty.

A Carnegie Foundation report entitled Scholarship Reconsidered: Priorities of the Professorate identifies these as the Scholarship of Teaching, the Scholarship of Discovery, the Scholarship of Integration, and the Scholarship of Application. Each of Cal Poly's faculty members shall be active and proficient in the Scholarship of Teaching. While activity in the three remaining areas characterizes the career of a faculty member, at any given time it is likely that one area will receive greater emphasis than the others.

B. All full-time City and Regional Planning Faculty (Probationary, tenured and lecturer) shall be involved in professional development activities that contribute knowledge to the field and that inform and assist in their teaching effectiveness.

1. The guiding principle defining professional development and research activities is that these activities make a contribution to the discipline or field of study. Contribution to the discipline or field of study is over and above the maintenance level of effort needed to keep the faculty member current in matters of teaching pedagogy, empirical, theory and practice aspects.

In all cases, the faculty member shall demonstrate that the work reflects an expansion or original application of knowledge in the field or the integration of knowledge with other fields (e.g., such as is done in urban design or sustainability), or a contribution to practice or advancement of the professional organizations in the field of city and regional planning.

2. Accomplishments can include published work, work that influences the dissemination of knowledge, work that has not appeared also will be considered, work that has influenced others (e.g., through presentations at conferences and formation of ideas through non-traditional means). Videos, multimedia, and electronic means are suitable for disseminating information and influencing the field. The faculty member shall establish the case for the significance and contribution of such media. All work within a five-year period prior to the evaluation shall be considered.

In all cases it is the faculty member who is responsible for making the case of contribution. Relevance to practice is essential in evaluating merit and contribution.

3. Categories of Accomplishments – The three categories of accomplishment listed below represent higher (Category #1) to lower (Category #3) levels of external peer review and dissemination. Candidates making contributions in lower levels are required to establish the relevance and significance of the work and how it is evaluated and valued in terms of applied
scholarships or practice (Refer to B.1 and B.2). All contributions evaluated shall directly apply to the field of city planning, environmental planning or environmental design.

Category 1

3.1.1 Articles in refereed journals.
3.1.2 Publication of a book or monograph based on research or a thematic topic.
3.1.3 Textbooks in the discipline
3.1.4 Invention of methods that significantly influence the field.
3.1.5 Work presented in non print media that is peer reviewed in the field of city and regional planning and is distributed widely.
3.1.6 Competitive grant awards

Category 2

3.2.1. Articles in professional and practice journals (such as Environmental Monitor, Planning, Urban Land Institute)
3.2.2 Design and application of methods and programs adopted for general use in practice.
3.2.3 Research grants that contribute to faculty member knowledge of the discipline.
3.2.4 Consulting and research contracts that result in innovative solution to a particular problem and requires original research to attain the solution or application. This shall be fully documented.
3.2.5 Innovations in the integration of planning knowledge to the field.
3.2.6 Awards for contribution to the discipline through scholarship or practice.
3.2.7 Invited lectures and presentations at universities.
3.2.8 Specialized teachings notes, cases, or pedagogy adopted by other universities or departments.
3.2.9 Refereed Proceedings of professional and international meetings
3.2.10 Publications appropriate to the professional discipline such as comprehensive plans, zoning ordinances, plan amendments, and public policy studies. These publications shall have been internally reviewed by the public agency and have public distribution

Category 3

3.3.1. Proceedings of professional and international meetings.
3.3.2 Referring papers and serving on professional editorial review boards for academic journals.
3.3.3 Presentations at professional academic, planning-oriented conferences.
3.3.4 Book reviews in peer reviewed journals.
3.3.5 Invited lectures and presentations at professional meetings.
3.3.6 Specialized training courses or degree programs that advance the candidate’s skills as a teacher, and can be linked directly to classroom applications.
3.3.7 Contributions to professional Newsletter and Bulletins in the city planning, environmental planning and environmental design fields.
3.3.8 Newspaper articles that provide broad dissemination of applied scholarship or applied practice.
APPENDIX 3

PROFESSIONAL CONDUCT

A. Faculty members are expected to conduct themselves in a professional manner. Examples of the professional conduct expected of faculty are given in the Faculty Handbook under the faculty code of ethics. For example:

“Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. They avoid any exploitation, harassment, or discriminatory treatment of students.”

“Professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates. In the exchange of criticism and ideas, professors show due respect for the opinions of others. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution.”

B. The following procedural steps will be followed in determining whether the code of ethics has been violated:

1. At any time a CRP faculty member may submit a narrative description and supporting documentation of an incident or incidents that s/he perceives in conflict with the code of ethics.

2. The narrative shall first be reviewed by the Department Head.

3. The party submitting the narrative and the Department Head, Associate Dean or Dean, jointly decides whether to submit the narrative for inclusion with the Personnel Action File.

4. A faculty member who receives a negative narrative that will be included with his/her Working Personnel Action File is notified and allowed to review it. The faculty member will then have seven working days to provide a written rebuttal, which will be included in the materials.
APPENDIX 4

CALIFORNIA STATE UNIVERSITY FACULTY ACTIVITY REPORT (sample)
For Period July 1, ____ through June 30, ____

Name ________________________________________________  Department _________________________________

Highest degree and date: ________________________________

Due to department: End of Week 5 – Fall Quarter

____ Check here if eligible for SSI (Service Salary Increase) – those with SSI Counter 1-8
____ Check here if you do NOT want to be considered for a Faculty Merit Increase should a merit review take place in ____-____. (Note: a Faculty Activity Report is required even for those employees who elect not to be considered for a faculty merit increase.)

In no more than four (4) typewritten pages, using 12-point type and one-inch margins, provide information on your activities, contributions, and accomplishments in the areas applicable to your work assignment for the period covered by this report. Most tenure track faculty have a work assignment of teaching, scholarship, and service, whereas a typical lecturer’s work assignment consists of teaching only. If you are unsure of your assignment, please check with your department chair or dean. (Note: the sub-headings under each section are considered guidelines and not an obligatory request for information.)

I. Teaching and contributions to student development/other primary work assignment
   A. Summarize and comment on your student evaluations of teaching.
   B. Describe any changes in teaching approach or in responsibilities
   C. Describe your responsibilities in advising, supervision, or similar activities
   D. Course development or other curricular activities (i.e. redesign a major or minor)
   E. The total WTUs taught, including senior project and supervision
   F. Other

II. Scholarly/Creative Activities and Professional Development/Practice
   A. List/describe work completed (books, journal articles, performances, editing, presentations, grant proposals, etc.)
   B. List/describe work in progress
   C. Other

III. University and Community Services (list/describe your contribution to the following)
   A. Department Committees/Services
   B. College, University, Systemwide Committees/Services
   C. Professional Service Activities
   D. Community Services Activities
   E. Other

IV. Optional: List special accomplishments and other activities not included in any of the above.

I attest that the information provided in this report is accurate and true to the best of my knowledge.

Name ___________________________  Faculty member’s signature ___________________________

Date ___________________________
Role of Professional Development in CRP: expanding the knowledge of planning and its related sub disciplines

Plan Objective: To establish a process by which faculty consider and implement an annual program of professional development activity aimed at improving their level of professional and academic proficiency, their level and commitment to service, and one that assists them in achieving excellence in teaching. This annual program shall reflect, and be concurrent, with a 3-5 year medium term context of professional development activities. For probationary (tenure track) faculty this plan will establish a road map through retention and then to promotion and tenure. For tenured faculty, this document reflects the activities to be undertaken that assists in promotion and leadership within the department.

Relation to Department Mission: Faculty activity should reflect in various ways activities that can and will assist in accomplishing the Department Mission.

Due Date: End of the fifth week of the fall quarter

Who Files a Plan: All tenured and tenure-track faculty and full-time lecturers

Dissemination: Filed with the Department Head and then presented at a faculty forum. Each faculty member shall give a structured presentation of their Plan (accompanied by a single page handout), and the proposed process for accomplishing it in the short (one year) and medium term (3-5 years). The presentations shall occur in the winter quarter on a designated day and time, and shall be open to students and other faculty. For candidates approaching promotion or tenure within a two-year period, the plan shall reflect achievable activities focused on that review.

Outline:

Categories: All of the following categories shall be included in the Plan document:

I. Teaching and Contributions to Student Development

This may include new course preparations, teaching using new technologies, improvement in teaching skills through courses and advanced studies, preparing in-service training for professionals, and improving types of course experiences. The key here is knowledge application and integration in the effort.

II. Scholarly Activities and Professional Development/Practice

This shall include at least the four types of scholarships recognized by the Carnegie Commission – teaching, discovery, integration and application (see CRP Professional Development, September 1, 1993 as amended for more detailed explanations).
III. University and Community Service

This can take the form of service in professional planning societies (nationally and locally) and shall demonstrate contribution to the organization or society. Community service shall be demonstrate in terms of appointments to commissions or boards, or special invitations to participate based on expertise. University service as professional development would take into consideration the unique or special contribution made. Normal committee workload assignment would not be included as professional development.

IV. Other

This shall provide for areas and activities not covered elsewhere in this document.

A. Content: The Plan shall indicate how the professional development activities will benefit the faculty member’s teaching, increase planning knowledge and/or contribute to the profession. Indication can be done either in bullet form with a short narrative or as a longer narrative.

The Plan shall set out the activities to be accomplished in a one-year period (September through August). It shall also set down a more generalized 3-5 year professional development framework within which the yearly activities shall occur. This longer period serves to establish a broader basis for review and evaluation.

B. Assessment: The Plan shall illustrate how the activities undertaken can be assessed in order to demonstrate progress and merit. This can take the form of numerical measures (such as one article submitted in a peer reviewed journal every two years), as well as qualitative measures (such as external reviews and awards) and reviews and internal or external comments by peers. The measurement units shall be easily verified. For example, presenting a paper at a national conference can be verified by submitting a copy of the paper to the faculty. All progress shall be documented on an annual basis. Effectiveness in a particular course might be evidenced by the student’s work being recognized as meritorious or exemplary.

C. Implementation: Indicate the challenges faced in accomplishing the professional development plan activities as set down in (a) above. Be realistic as to the extent of what can be accomplished in the time period covered.

D. Department Assistance: Indicate in what ways the department, the college and university may assist in supporting the professional development plan activities.

E. Progress to date: Indicate and analyze those areas of the previous year’s Plan that have been accomplished and the areas that could not be accomplished.

F. The Department Head shall provide a written assessment of the plan to the faculty member after the plan has been presented to the faculty as a whole.
**Style and Format:** Length of the Plan will vary from year to year. It shall be of adequate length to cover all areas of (A-E). Generally, the Plan shall not exceed 1,200 words. Use 12 point New Times Roman font, one-inch margins, with double spacing, and pagination. The APA style manual shall be the guiding document in terms of citations, notations, and other format questions. Name is placed on each page as a header in the upper right-hand corner. State the period covered as September 200X to August 200Y.
APPENDIX 6

CLASSROOM OBSERVATION REPORT
(For use by ARPT Committee and Department Head)

Instructor evaluated _______________________________  Course __________________________

Number of students present ______  Date ______  Evaluator ____________________________

**Purpose:** The purpose of this classroom observation is (1) to provide a database for more accurate and equitable decisions on tenure, promotion, and merit increase and (2) to improve faculty performance.

**Instructions.** Please consider each item carefully and assign the highest scores only for unusually effective performance. Questions 12 and 13 have been deliberately left blank. You and the instructor being evaluated are encouraged to add your own items. Each instructor should be observed on two occasions, and the observer(s) should remain in the classroom for the full class period. It is suggested that the observer(s) arrange both pre- and post-visit meetings with the instructor.

<table>
<thead>
<tr>
<th>Highest</th>
<th>Satisfactory</th>
<th>Lowest</th>
<th>Not Applicable</th>
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</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

_____ 1. Defines objectives for the class presentation
_____ 2. Effectively organizes learning situations to meet the objectives of the class presentation.
_____ 3. Uses instructional methods encouraging relevant student participation in the learning process.
_____ 4. Use class time effectively.
_____ 5. Demonstrates enthusiasm for the subject matter.
_____ 6. Communicates clearly and effectively to the level of the students.
_____ 7. Explains important ideas simply and clearly.
_____ 8. Demonstrates command of subject matter.
_____ 9. Responds appropriately to student questions and comments.
_____ 10. Encourages critical thinking and analysis.
_____ 11. Considering the previous items, how would you rate this instructor in comparison to others in the department?
_____ 12. Overall rating

Would you recommend this instructor to students you are advising? (Please explain.)

What specific suggestions would you make concerning how this particular class could have been improved?

Did you have a pre-visit conference? ___________ A post-visit conference? ___________