

Geography

RPT Elaborations

Approved by URPTC Spring 2017

The Geography RPT elaborations have been updated (Spring 2017) and are as follows:

I. Professional Preparation: Normally a Ph.D. in geography is required to obtain tenure and promotion.

II. Teaching Proficiency: The Department emphasizes, above all else, quality teaching. We spend the largest amount of our time teaching, and our geography faculty regards teaching proficiency as the most important of the four criteria. The RPT candidate's teaching will be gauged using the university-wide mandated student evaluations (e.g. IDEA), student evaluation as invited by the RPT Chair, unsolicited feedback from students, solicited feedback from students, course syllabi and materials, and/or occasional classroom visits by senior Geography faculty (with prior notice given). The teaching review process focuses on:

- currency, accuracy, and completeness of the candidate's materials and concepts under discussion.
- use of a variety of teaching modes to serve multiple learning styles. For example, does the candidate use lectures, discussions, and visual or other sensory aids to communicate to a broader audience?
- effectiveness of the candidate in communicating ideas to the students. Are they able to distill ideas properly and present them well? Is the overall classroom environment good for effective learning (receptivity of the instructor to student questions, requests for clarifications, etc.)?
- accuracy of the course syllabi to describe course content and what is expected of the students in terms of exams, homework, off campus activities; the dates assignments are expected to be completed, and how each exam or activity is weighted for grading purposes.
- teaching that promotes service learning and community engagement as an important part of a student's educational process through which academic experience and social consciousness are deepened.
- teaching that promotes experiential learning to students with hands-on lab work and field experiences outside the classroom setting.
- innovative teaching approaches, including, but not limited to, online teaching, the use of hands-on technology, geospatial analysis, and field study investigation to teach geographic theory, principles, processes, and information.

Related to teaching proficiency, we believe that our faculty should:

- effectively advise students through one-on-one sessions, group advising, and e-mail communications.
- develop new courses in areas of their specialization.
- assist students with career or graduate school opportunities, e.g. writing letters of recommendation, connecting students with graduate programs, reviewing resumes, statements of purpose, and other materials, and facilitating study abroad opportunities.
- mentor students in professional development including, but not limited to, undergraduate/graduate research, internships and/or directed research, service learning projects, community engagement, supervision and encouragement of student participation at state/regional/national professional conferences, and effectiveness on field trips.
- assess program and course learning goals, outcomes, and objectives

III. Scholarly and Creative Activities: In our view, ongoing, active scholarship and creative activities is regarded as necessary to obtain tenure and promotion. Faculty applying for tenure and/or promotion to Associate Professor should have at least one of the following: peer-reviewed publication, evidence of an accepted manuscript, external grant, book chapter, or similar scholarly work (see complete list below), either authored or co-authored. Faculty applying for promotion to Full Professor should have at least one of the following: peer-reviewed publication, evidence of an accepted manuscript, external grant, book chapter, or similar scholarly work (see complete list below), either authored or co-authored. Scholarly activities for geographers may include the following:

- Publications that reflect the candidate's research-interests. Publications (in no particular order) may include journal articles, books, book chapters, atlases, cartographic publications, on-line publications and atlases, development of geospatial applications, general scholarly reviews, conference reports, and newsletter articles.
- Grant proposals (PI or co-PI), funded or unfunded, for research and creative activities directly related to the candidate's geographic specialty.
- Scholarly presentations at professional and regional, national and international conferences on subjects directly related to the candidate's specialty and research interests within geography.
- Scholarly work and professional activities that incorporate community service and engagement. We value research and scholarly activities that connect the expertise of the university to community issues such as regional and environmental development.

- Scholarly collaboration with graduate students, faculty, and researchers within the discipline of Geography and from the broader academic community both at California State University, Stanislaus and beyond.
- Reviewing or editing scholarly and creative activities related to geography. This might involve editing journal or book manuscripts, editing and supervising newsletters, serving as a judge for an academic competition, reviewing on-line academic material, and reviewing proposals for funding agencies.
- Membership and participation in professional and academic organizations. We value and encourage membership in professional/academic organizations because the increased visibility of our faculty enhances the reputation of CSUS and our department. Leadership roles in these organizations are highly desirable.
- Scholarly conference organization or the implementation of projects that benefit individuals at the university, regional, state and national level.
- Scholarly field and/or lab activities that go beyond the normal teaching expectations and result in lab manual, field report, or similar product.
- Conference Attendance.
- Consulting.
- Guest lecturing in colleagues' course sessions or other university and community venues.

IV. Service: In our view, service to the program, department, college and university, and the greater community is necessary to obtain tenure and promotion. On-going service is expected for promotion to full-professor. Service may include:

- Membership on university, college, departmental and/or geography program committees, both appointed and elected.
- Directorship or participation in university sponsored programs or institutes.
- Advising and/or participation in endeavors that promote student academic or social well-being, such as student organizations like the geography club or honor society.
- Curriculum or program development and/or assessment including authorship and participation in the annual program review.
- Activities that promote the department, college, or university (e.g. GIS Week, BIONEERS/Sustainable Futures Conference, fundraising activities, orientation, Preview Day, Alumni Day, and other similar activities and functions).

- Participation in activities that represent the university to the larger off-campus community. This might include making presentations to local schools or community groups, serving on advisory committees and boards, and producing research or engaging in creative activities that directly benefit the greater community (including our service area).

V. Additional Considerations

- In a given review cycle and over multiple years, expected levels of achievement in any of the categories will take into account workload, access to resources, and the special needs of the program or university.
- Expected achievement or progress will in part depend upon resources available to the faculty member, and distribution of workload related to teaching, RSCA, and service.