



FACULTY AFFAIRS AND RECORDS

Official Departmental Personnel Standards for the Department of Geography & the Environment

Approved by Dr. Carolyn Thomas, Provost and Vice President for Academic Affairs, on 2/1/2022 for implementation in the 2022-2023 Academic Year

[Verified and posted online at www.fullerton.edu/far/dps/geog2022.pdf](http://www.fullerton.edu/far/dps/geog2022.pdf)

According to Article 15.3 of the Collective Bargaining Agreement: Evaluation criteria and procedures shall be made available to the faculty unit employee no later than 14 days after the first day of instruction of the academic term. Evaluation criteria and procedures shall be made available to the evaluation committee and the academic administrators prior to the commencement of the evaluation process. Once the evaluation process has begun, there shall be no changes in criteria and procedures used to evaluate the faculty unit employee during the evaluation process.

According to University Policy Statement 210.002 (6/3/2021 version), Section III.A.: ▪ Each department shall develop standards for the evaluation of faculty members of that department. These standards... shall indicate the specific range of activities and levels of performance necessary to meet requirements for positive retention, promotion, and tenure decisions.

▪ Approved Departmental Personnel Standards are controlling documents in all personnel decisions. ▪ All Departmental Personnel Standards require the approval of the Vice President for Academic Affairs (Vice President for Student Affairs for counselor faculty). ▪ Approved Departmental Personnel Standards shall normally be formally reviewed by the department as part of the program performance review or an accreditation process. ▪ Student Opinion Questionnaire forms must be included as an attachment to Departmental Personnel Standards.

Typographical correction, 8/22/25

California State University, Fullerton
Department of Geography & the Environment

Department Personnel Standards

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PREAMBLE

Geography is a broad discipline concerned with understanding the human and physical diversity of our planet Earth. Our faculty contribute to the natural sciences, social sciences, and the humanities. The Department is committed to providing students with a high-quality learning environment that draws out their intellectual curiosity, develops their skills, and prepares them to be responsible community members, global citizens, and environmental stewards.

We encourage the development of a faculty with diverse individual backgrounds and specializations in Geography. We openly advocate for the inclusion of diverse peoples and different perspectives among faculty, and in our teaching, research, and service—this explicitly includes those from underserved and underrepresented communities. We seek to fulfill our curricular offerings through a broad embrace of geography and geographers, and to actively promote an inclusive and welcoming climate fostering faculty and student success in our classrooms and across our Department.

1. INTRODUCTION

This document establishes the standards used by the Department of Geography & the Environment to review the portfolios of faculty seeking retention, tenure, and promotion (RTP). The Departmental Personnel Standards (DPS) supplements the UPS documents governing faculty performance reviews (currently 210.000 and 210.002), and the Collective Bargaining Agreement (CBA).

The DPS provides faculty under review, members of the Department Personnel Committee (DPC), and the Department Chair with clear and objective standards regarding the types of activities and the levels of performance required for the evaluation of teaching, scholarly activity, and service. While teaching is the most important area for RTP decisions, the Department expects its faculty members to be committed to teaching, scholarly and creative activity, and service.

1.A. Election of the Department Personnel Committee

The DPC shall consist of three regular members and one alternate member. All members shall have earned tenure by the beginning of their term of service as a DPC member. The Department Chair is ineligible to be a DPC member, as is any faculty member on any type of leave during the academic year. The alternate member may serve in place of a regular member who is ineligible to evaluate a particular case or takes an unexpected leave from the university.

The election of the DPC shall be conducted by secret ballot at a regular faculty meeting or through a secret online poll before the third week of the fall semester. The

election may be held in May of the previous academic year. All eligible members shall appear on the ballot. The three candidates receiving the most votes will be the DPC members, and the candidate receiving the fourth highest vote total will be the alternate. If there are fewer than four eligible faculty in the Department, the Chair shall ask one or more colleagues from other departments or programs to be on the ballot. The members of the DPC shall elect a DPC Chair. The DPC members serve a one-year term during the academic year.

1.B. The Prospectus and Portfolios

During their first year of employment in a tenure-track position, faculty shall prepare a prospectus that includes narratives for teaching, scholarly and creative activity, and service. The prospectus is a forward-looking document that states the faculty member's plan for meeting the standards for tenure and promotion to Associate Professor. The Department Chair shall assign a faculty mentor to provide guidance and support for tenure-track faculty members with their new positions and the RTP process. A faculty mentor may also be assigned to Associate Professors to provide support for their promotion reviews. The Department Chair is also available to assist professors at all stages of their career in the Department. Although there is no formal review of the prospectus, the Department Chair will provide feedback and guidance before 1 May of the member's first probationary year.

In the fall semesters of any RTP review year, faculty shall prepare a Working Personnel Action File (WPAF) documenting achievement and ongoing activity in teaching; scholarly and creative accomplishments; and professional, University, and community service. Portfolio materials will be prepared and submitted following procedures established by UPS 210.000 and Faculty Affairs and Records (FAR).

The DPC and the Department Chair are responsible for evaluating the faculty member's performance and making RTP recommendations. The Department Chair shall evaluate the portfolio independently of the DPC. These reviews are confidential and shall not be discussed with anyone not involved in the review.

2. TEACHING

Teaching is the most important criterion for retention, tenure, and promotion. The Department of Geography & the Environment encourages and supports the development of faculty whose primary mission is to teach classes that promote student learning. This includes the development and revision of courses in diverse areas of geography, the use of instructional methods appropriate to each course, and the use of assessment and grading methods that are fair and contribute to equitable student outcomes.

We strongly encourage the incorporation of high-impact practices to enrich student learning, including field trips, study-abroad programs, service learning, and internships. Geography faculty are encouraged to maintain currency in the discipline and to integrate their research and teaching. Through our teaching, we seek to draw out students' curiosity about the world around them, and to help them develop the knowledge and skills that will enable them to succeed in their careers and contribute to society.

In their teaching narratives, faculty should discuss curricular development, instructional and assessment methods, student comments, and efforts to develop professionally as a teacher and improve teaching performance. Faculty should highlight the incorporation of their research into their classes, and the use of high-impact practices to promote student learning. Efforts to support student learning outside of the classroom should be discussed, along with advising and mentoring activities.

2.A. Criteria for Assessing Teaching Performance

The teaching performance of a faculty member shall be assessed using the five criteria below. Each criterion shall be rated using four categories (*Excellent*, *Good*, *Needs Improvement*, and *Insufficient*) and combined to produce an overall rating of teaching performance.

Criteria	Excellent	Good	Needs Improvement	Insufficient
1. Establishment of an environment conducive to learning	<i>Evidence of significant accomplishments on the following:</i>	<i>Evidence of mostly significant accomplishments on the following:</i>	<i>Evidence of few significant accomplishments on the following:</i>	<i>Evidence of few or no significant accomplishments on the following:</i>
	<ul style="list-style-type: none"> • Enables students to contribute to course learning by encouraging inquiry • Provides coherent structure for course meetings understood by students • Advising/mentoring students outside the classroom • Manages class time well • Creates a classroom environment that encourages an appropriate level of student interaction • Clarity of presentation 			

2. Creation of a course linking learning goals to methods of assessment and student outcomes	<i>Evidence of significant accomplishments on the following:</i>	<i>Evidence of mostly significant accomplishments on the following:</i>	<i>Evidence of few significant accomplishments on the following:</i>	<i>Evidence of few or no significant accomplishments on the following:</i>
	<ul style="list-style-type: none"> • Course learning goals are clearly defined to students at the start of the course • Assessments and grading practices are clearly related to course goals • Course objectives and learning goals are reasonable and realistic • Class time is well organized and effectively used to meet goals • Course content emphasizes students' acquisition of knowledge and skills • Syllabi are understandable and comprehensive 			
3. Effective use of instructional methods	<i>Evidence of significant accomplishments on the following:</i>	<i>Evidence of mostly significant accomplishments on the following:</i>	<i>Evidence of few significant accomplishments on the following:</i>	<i>Evidence of few or no significant accomplishments on the following:</i>
	<ul style="list-style-type: none"> • Uses a variety of appropriate teaching/learning strategies • Instructional methods and approaches are appropriate to learning goals • Technology appropriate to the field is used to enhance student participation • Assignments advance learning goals and contribute to student outcomes • Pedagogical methods are current in relation to discipline and subject matter 			
4. Establishment of appropriate academic standards and holding students accountable for the standards of the discipline	<i>Evidence of significant accomplishments on the following:</i>	<i>Evidence of mostly significant accomplishments on the following:</i>	<i>Evidence of few significant accomplishments on the following:</i>	<i>Evidence of few or no significant accomplishments on the following:</i>
	<ul style="list-style-type: none"> • Academic rigor appropriate to the course • Effectiveness, fairness, and timeliness of assessment of student work • Fair and transparent grading system 			
5. Building and enhancing currency in the relevant discipline(s) and pedagogical developments as related to teaching	<i>Evidence of significant accomplishments on the following:</i>	<i>Evidence of mostly significant accomplishments on the following:</i>	<i>Evidence of few significant accomplishments on the following:</i>	<i>Evidence of few or no significant accomplishments on the following:</i>
	<ul style="list-style-type: none"> • Familiarity with pedagogical development • Engages in continuous improvement of teaching • Actively solicits and uses student feedback in course development/revision • Continuing professional engagement in discipline as relevant to teaching • Addressing weaknesses identified in past evaluations via concrete plans • Developing new courses • Organization of pedagogical workshops • Support for students in coursework, research, and professional development 			

Overall Teaching Performance	The faculty member is deemed <i>Excellent</i> in Teaching when ratings in all categories are Excellent.	The faculty member is deemed <i>Good</i> in Teaching when ratings are a combination of Excellent and Good, or exclusively Good.	The faculty member is deemed <i>Needs Improvement</i> in Teaching when any one category is Insufficient, or when the criteria for Good are not met.	The faculty member is deemed <i>Insufficient</i> in Teaching when two or more categories are Insufficient.
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In an extraordinary case, the DPC may determine that a faculty member merits an overall “Good” rating if one category remains “Needs Improvement,” or an “Excellent” rating if one category remains “Good.”

Evidence of Teaching Performance

The assessment of teaching performance shall consider the types of courses taught (e.g., majors-based or GE, upper- or lower-division, class size, modality, course subject). Reviewers shall use multiple sources of evidence to assess teaching performance, including faculty narratives, course syllabi and assignments, student opinion questionnaires (SOQs), examples of student work, Curriculum Vitae (CVs), and evidence of professional development.

While SOQs are required as evidence of teaching of performance, reviewers should be aware of the racial, gender, and linguistic bias of SOQ data. SOQ results should be interpreted with caution, and be considered in the context of the course. For example, we recognize that SOQ scores for online classes may be substantially different from scores for traditional classes. Where relevant, the faculty member may discuss in the teaching narrative such differences in SOQ scores. Faculty members who believe their SOQ scores do not completely represent their teaching performance are encouraged to provide an explanation of the ratings and/or discrepancies. These explanations should be noted by the DPC.

While classroom visits by peers are not mandatory, they may be used to provide constructive input on pedagogy, instructional effectiveness, and interaction with students. Classroom visits may be requested by faculty under review. In addition, they may be recommended by the DPC if aspects of the rating for teaching were “Insufficient” in the previous review. Importantly, classroom visits are never intended to be punitive. Instead, they should provide positive and constructive feedback to promote more effective teaching.

2.B. Standards for Retention, Tenure, and Promotion: Teaching

RETENTION AS A PROBATIONARY FACULTY MEMBER: A rating of *Needs Improvement* in Overall Teaching Performance, at minimum, is required for

retention for a third probationary year. A full performance review in PY₃ will be required if the faculty member receives ***Needs Improvement*** in PY₂. A rating of ***Good*** in Overall Teaching Performance, at minimum, is required for retention for a fourth or fifth probationary year.

TENURE AND PROMOTION TO ASSOCIATE PROFESSOR: A rating of ***Excellent*** or ***Good*** in Overall Teaching Performance is required for tenure and promotion.

EARLY TENURE AND PROMOTION TO ASSOCIATE PROFESSOR: Faculty members wishing to achieve early tenure and promotion to Associate Professor must achieve an ***Excellent*** rating in Overall Teaching Performance at the time of review.

PROMOTION TO PROFESSOR: A rating of ***Excellent*** or ***Good*** in Overall Teaching Performance is required for promotion to Full Professor.

EARLY PROMOTION TO PROFESSOR: For early promotion to Full Professor, the faculty member must achieve an ***Excellent*** rating in Overall Teaching Performance at the time of review.

3. SCHOLARLY AND CREATIVE ACCOMPLISHMENTS

The Department of Geography & the Environment recognizes that our faculty may consider themselves in the natural sciences, the social sciences, the humanities, and at times even the arts and the public sector. We respect, embrace, and seek to foster a diverse expression of creative accomplishment, and seek to laud that diversity in each of our colleagues' scholarship and creative accomplishments. We understand scholarly and creative activity to include any activity that results in an original contribution to the field of geography.

To make clear a candidate's contributions they shall prepare a narrative (not to exceed 1,000 words) detailing their ongoing program of research and creative activities, as well as their outputs, since achieving their current rank. This narrative shall be particularly important in contextualizing outputs (e.g. individual journals), and in demonstrating the relevance of outputs still in progress. The narrative shall be documented by supporting evidence (including copies of publications, copies of acceptance letters for works not yet published, and confirmation of submission for works under peer review).

In their Narrative, the faculty member shall clearly describe the nature and extent of their contributions to co-authored items. To accommodate a broad discipline, they may also describe the quality of publication outlets, the nature of the contribution to the discipline, the process of review, and the factors that lend substance to each of the non-peer-reviewed items.

3.A. *Criteria for Scholarly and Creative Accomplishments*

We recognize published research and creative activities in three broad, ranked categories. The list below is not intended to be exhaustive, but suggestive of the range of the possible. Nor is the category ranking intended to be entirely rigid: because of the diversity of our field and the importance of quality in scholarly and creative accomplishments, a faculty member's narrative may describe reasons why an item from a lower category deserves higher recognition.

Category 1: Marquee research and creative endeavors, including but not limited to items subject to both editorial and peer review; and major external grants funded. Such activities include (but are not limited to) any of the following:

- books and monographs (peer reviewed), with university or commercial presses (forthcoming or in print)
- books of fiction or poetry when these are part of a faculty member's profession
- textbooks involving significant scholarly contribution (forthcoming or in print)
- edited volumes (peer reviewed) with university or commercial presses
- edited special-issue of a journal (peer reviewed)

- chapters in edited volumes with university or commercial presses (peer reviewed)
- articles in peer-reviewed journals
- articles in non-English-language peer-reviewed journals with English-language documentation about the journal
- articles in peer-reviewed conference proceedings volumes
- “progress reports,” (e.g. in *Progress in Human Geography*) and other invited, but not peer-reviewed publications in journals that lend high visibility
- major research grant(s), externally funded (what constitutes “major” is understood to be highly variable in different areas of our discipline; faculty may offer detail in their narrative)
- curation of museum exhibits
- significant documentaries or other films related to research and creative activities

Category 2: Second-tier research and creative activity, including but not limited to items subject only to editorial review; and smaller grants. Such activities may include (but are not limited to) any of the following:

- authored and edited books not peer reviewed or related to a faculty member’s profession
- textbooks not involving significant scholarly contribution
- technical or consulting reports
- chapters in edited books not peer reviewed
- “editorials,” “commentaries,” “responses” and other invited, but not peer-reviewed publications in journals
- encyclopedia articles
- articles in non-English-language publications not peer reviewed
- non-refereed articles in conference proceedings volumes
- maps, photographs, and other graphical materials
- significant articles in major magazines
- book reviews and published manuscript reviews in scholarly journals
- smaller research grants, externally funded
- research grants, internally funded
- authorship of museum-exhibit captions
- smaller/shorter films related to research and/or public scholarship
- establishment of a research laboratory
- establishment of a research center
- obtaining research permits

Category 3: Items not (yet) published but potentially earning recognition and/or publication. Such activities include but are not limited to:

- shorter articles in news magazines, opinion, magazines, trade magazines, popular magazines, and newspapers
- conference presentations at national/international conferences
- conference presentations at local/regional conferences
- exhibits at poster sessions
- invited colloquia at university departments
- keynote addresses and other marquee invited presentations
- community/public presentations of research
- research and creative accomplishments in progress, including:
 - book manuscripts and journal articles undergoing peer review (with documentation)
 - unsuccessful external grant applications (where full applications were submitted, with documentation)

3.B. *Standards for Retention, Tenure, and Promotion: Scholarly and Creative Accomplishments*

Performance evaluation categories for Scholarly and Creative Activity include a rating of *Excellent*, *Good*, *Needs Improvement*, or *Insufficient*.

- To be considered ***Excellent*** in scholarly and creative accomplishments during the review period, the candidate shall have completed eight (8) items in total, including at least four (4) items from Category 1 (except for a book which will be sufficient alone), and four (4) additional items from any category.
- To be considered ***Good*** in scholarly and creative accomplishments during the review period, the candidate shall have completed five (5) items, including at least three (3) items from Category 1 (except a book which will be sufficient alone), and two (2) additional items from any category.
- To be considered ***Needs Improvement*** in scholarly and creative accomplishments during the review period the candidate shall have failed to meet the criteria for ***Good***.
- Little or no evidence of scholarly and creative activities will be considered ***Insufficient***.

Because of the breadth of academic geography, the DPC may also consider additional items not listed above, or a different combination of listed items, equivalent in quality and quantity with items in Category 1 prioritized.

RETENTION AS A PROBATIONARY FACULTY MEMBER: Retention for another probationary year requires a rate of scholarly and creative accomplishments during the review period commensurate with the rate and level required to meet the Department's requirement for tenure and promotion to associate professor. However, because the faculty understand the complexities of the publication process, in the first probationary review **Needs Improvement** will be sufficient.

TENURE AND PROMOTION TO ASSOCIATE PROFESSOR: Requires a rating of *Excellent* or *Good* in Scholarly and Creative Accomplishments during the review period.

EARLY TENURE AND PROMOTION TO ASSOCIATE PROFESSOR: Requires a rating of *Excellent* in Scholarly and Creative Accomplishments during the review period.

PROMOTION TO PROFESSOR: Requires a rating of *Excellent* or *Good* in Scholarly and Creative Accomplishments during the review period.

EARLY PROMOTION TO PROFESSOR: Requires a rating of *Excellent* in Scholarly and Creative Accomplishments during the review period.

4. PROFESSIONAL, UNIVERSITY, AND COMMUNITY SERVICE

The Department of Geography & the Environment views service to the profession, the University, and community as important components of faculty life. A successful faculty member is collegial and actively involved in service at all stages of their career. Such activities are necessary for the governance of the department, college and university and provide opportunities for professional development and growth, as well as important contributions to the community (UPS 210.002 II.B.3.b).

The benefits of service to the profession, University, and community are many, including:

- Complements teaching by allowing the faculty member to draw from applied experience
- Enhances professional growth of the faculty member
- Advances the reputation of the University and opportunities for its students
- Directly impacts positive change in communities

Ongoing, active involvement in service activities over the entire review period is required for achievement of tenure and promotion in the Department.

The faculty member shall prepare a concise narrative (not to exceed 1,000 words) that evaluates and summarizes the impact of their service in the profession, University, and community. The Department recognizes that some activities require substantially more time and energy than others. It is the responsibility of the faculty member to explain the nature of each activity, including time demands and personal contributions. In an effort to achieve the goals of UPS 100.007, faculty members are encouraged to highlight the often-unacknowledged service done as members of underrepresented and marginalized groups. As a faculty member progresses through their career it is expected that they will show continuing professional growth as evidenced by increasing and diversified service activities. Documentation of the degree of involvement and the importance of each service activity should be included whenever possible.

The Department recognizes two levels (Leadership and Participation) of involvement in service activities based upon a combination of time commitment; amount of responsibility, skill and/or prestige; and degree of visibility afforded the individual, the college, and the university through the faculty member's service. Leadership in a service activity generally requires more time and often brings greater benefits to the department, college, university, profession, or community.

4.A. *Criteria for Professional, University, and Community Service*

Professional Service

Service to the profession may include (but is not limited to) any of the following:

Leadership

- organizing conferences
- external program reviewer
- serving as an editor of a journal or professional newsletter
- leadership of/in academic or professional organization including:
 - elected office
 - chairing committees and subcommittees of academic or professional organizations
- external evaluator for tenure/promotion

Participation

- member of academic or professional organization
- serving as a reviewer for a journal, organization, or publisher
- serving on organization boards, committees of subcommittees
- attendance at meetings (without presenting)
- serving on an editorial board
- reviewing grant applications
- awards for service

University Service

Service to the Department/College/University may include (but is not limited to) any of the following:

Leadership

- serving as department or program chair
- chair of department, college, or University committees
- serving in the Academic Senate
- serving as graduate adviser or undergraduate adviser
- advising student groups
- mentoring students
- mentoring junior faculty
- web page development/maintenance
- social-media management
- conducting outreach activities with prospective majors
- chairing or serving on CSU-system-wide or statewide committees
- serving the CFA and/or our bargaining unit

- internal program reviewer
- (co)authoring publications relevant to university goals that are not traditional academic publications (e.g. a PPR self-study)

Participation

- attend Department meetings
- member of department, college, or University committees
- participate in/join College and University faculty events

Community Service

Service to the community may include (but is not limited to) any of the following:

Leadership

- leadership of/in organization boards or committees
- serving on (e.g.) a local, city, county, or state agency
- organizing and/or leading workshops/seminars
- organizing and/or leading field trips

Participation

- serving on organization boards or committees
- professionally-related consulting
- being subject of media interview
- doing volunteer work within local communities
- giving a public talk or presentation (e.g., OLLI)

4.B. Standards for Retention, Tenure, and Promotion: Professional, University, and Community Service

Performance evaluation categories for service to the profession, University, and community include a rating of *Excellent*, *Good*, *Needs Improvement*, or *Insufficient*.

- ***Excellent***: A rating of *Excellent* shall be rendered for a record of sustained engagement in Leadership activities. Activity in all three areas of service (professional, University, and community) is required. The faculty member's record shall include significant contributions to the Department, College, or University. Faculty are expected to be involved in at least one professional service and one community service activity during the review period. Generally, for probationary faculty, an average of one Leadership activity per year and one Participation activity per year is required for a rating of *Excellent*. For tenured faculty, an average of one Leadership

activity per year and two Participation activities per year is required for a rating of *Excellent*.

- ***Good***: A rating of *Good* shall be rendered for a record of sustained engagement in service activities. Activity in all three areas of service (professional, University, and community) is required. The faculty member's record shall include significant contributions to the Department, College, or University. Faculty are expected to be involved in at least one professional service and one community service activity during the review period. Generally, an average of three Participation activities per year is required for a rating of *Good*.
- ***Needs Improvement***: A rating of *Needs Improvement* shall be rendered for a record of low engagement in solely Participation level activities. Activity shall include contributions to the Department, College, or University. Generally, an average of less than three activities per year over the review period is required for a rating of *Needs Improvement*.
- ***Insufficient***: A rating of *Insufficient* shall be rendered for little or no evidence of service activity or for service activity that focuses exclusively on the profession or community (i.e., there is no significant record of contribution to the workings of the Department, College, or University).

RETENTION AS A PROBATIONARY FACULTY MEMBER: Retention during the probationary years shall be based upon the faculty member's continued progress in meeting the criteria for the granting of tenure and promotion.

TENURE AND PROMOTION TO ASSOCIATE PROFESSOR: The faculty member shall be rated *Excellent* or *Good* in Service during the review period.

EARLY TENURE AND PROMOTION TO ASSOCIATE PROFESSOR: The faculty member shall be rated *Excellent* in Service during the review period.

PROMOTION TO PROFESSOR: The faculty member shall be rated *Excellent* or *Good* in Service during the review period.

EARLY PROMOTION TO PROFESSOR: The faculty member shall be rated *Excellent* in Service during the review period.



Mark as shown: Please use a pencil or a dark pen to mark an X inside the box of your choice.

Correction: If you make a mistake, erase or completely fill in the box with the wrong answer and mark an X for the correct answer.

1. Student Opinion Questionnaire

Please rate your instructor on each of the following components of teaching

Knowledge/Approach to Subject

- 1.1 A good instructor has command of the subject, contrasts various points of view, discusses current developments, and related topics to other areas of knowledge. Highest Rating Lowest Rating

Organization/Clarity

- 1.2 A good instructor makes him/herself clear, states objectives, summarized major points, presents material in an organized manner, and provides emphasis. Highest Rating Lowest Rating

Relations with Class

- 1.3 A good instructor is sensitive to the response of the class, encourages student participation, and welcomes questions and comments. Highest Rating Lowest Rating

Management of Time

- 1.4 A good instructor meets classes when scheduled, starts and ends sessions on time, is available during office hours, and returns assignments promptly. Highest Rating Lowest Rating

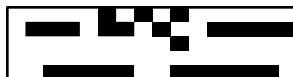
Dynamism/Enthusiasm

- 1.5 A good instructor enjoys teaching, is enthusiastic about the subject, makes the course exciting, and has self-confidence. Highest Rating Lowest Rating

Finally,

- 1.6 Please rate the overall effectiveness of your instructor compared to other instructors you have had at CSUF. Highest Rating Lowest Rating

Please continue on Page 2



2. Comments

2.1 Are there things you believe your instructor has done especially well and/r poorly in teaching this course?

2.2 Do you have any suggestions for improving this course?

2.3 Other comments.

