

**DEPARTMENT OF POLITICAL SCIENCE**  
*California State Polytechnic University, Pomona*

**STANDARDS FOR REAPPOINTMENT, TENURE, AND PROMOTION**  
**ACADEMIC YEAR 2018/19-2022/23**

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<b>1.0 INTRODUCTION</b>
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The reappointment, tenure, and promotion process is a critically important faculty responsibility. RTP is the mechanism by which we assure the success of our faculty and thereby assure educational quality for our students. While the president makes final decisions on reappointment, tenure, and promotion, it is the department faculty who are in the best position to provide clear expectations, create an environment conducive to achieving expectations, and render the most informed recommendations to the president. The Department RTP Criteria Document communicates department expectations and RTP procedures to the department faculty, faculty candidates, the dean, the College RTP Committee, the University RTP Committee, and academic administrators. University policies including the Unit 3 Collective Bargaining Agreement (CBA) and Appendices 10 and 16 of the University Manual define university procedures and expectations. Department documents must supplement and may not conflict with these policies. In the event of discrepancies, the CBA takes first precedence and university policies take second precedence over departmental policies.

The Collective Bargaining Agreement requires that a tenure-track faculty member be provided a copy of the Department RTP Criteria Document within two weeks of the start of their first semester at Cal Poly Pomona. It is recommended that department criteria be maintained on the department web page so that they are available to candidates for faculty positions. The primary purpose of the Department RTP Criteria Document is to articulate clearly what the department expects of its faculty members and in particular what they must achieve in order to be granted reappointment, tenure, and promotion. These expectations must be stated with sufficient clarity and specificity that the candidates are able to plan their activities around them. Department criteria should be consistent with department and college mission, vision, goals, and accreditation standards. In other words, they should articulate a model of the department faculty colleague to which the candidate should aspire.

RTP is not simply a matter of evaluation. Faculty colleagues, deans, and academic administrators should commit themselves to mentoring and supporting candidates, providing them the maximum opportunity to be successful. It is important for those making recommendations to be honest, direct, and clear, just as it is important for candidates to be knowledgeable of department expectations and committed to meeting them.

## 1.1 DEFINITIONS

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Appendix 16 provides a comprehensive overview of RTP procedures. Some of the more important definitions are provided here.

- a) **Candidate** refers to a faculty member who is under consideration for reappointment, tenure, or promotion action in the current cycle.
- b) **RTP Committee** members must be full-time tenured faculty members. FERP faculty members may be elected to the DRTPC, according to Appendix 16 and the CBA. Department RTP Committee (DRTPC) members are elected by the tenured and probationary faculty. A faculty member on professional leave (sabbatical or difference-in-pay) may serve if elected and willing. A tenured faculty member who will be a candidate for promotion may be elected but may only participate on reappointment cases – not in promotion or tenure recommendations.
- c) **Criteria** are the expectations articulated in the department RTP criteria document and in Appendix 16. Criteria define what a candidate must achieve in order to be positively recommended for reappointment, tenure, or promotion. Criteria documents contain procedural information as well; however, it is important to distinguish between criteria and rules/procedures. Department RTP Criteria are adopted by a majority vote of the tenured and probationary faculty, submitted to the dean and the College RTP Committee for review and comment, and ultimately approved by the president or his designee.
- d) A **probationary year** of service is consecutive fall and spring semesters. The first probationary year begins with the first fall term of appointment.
- e) A faculty member is **eligible to apply for tenure** at the beginning of the sixth probationary year. An application for tenure prior to the sixth probationary year is an application for **early tenure**.
- f) A faculty member is **eligible to apply for the first promotion** at the time they apply for tenure. Once tenured, the faculty member is **eligible for a subsequent promotion** after having served four years in the current rank. Applications for promotion prior to having attained eligibility are applications for **early promotion**.
- g) **Criteria for early actions** shall place emphasis on teaching ability and accomplishments, and shall require exceptional performance or extraordinary qualifications with regard to professional activities, and university service.
- h) **Student evaluation of teaching** is governed by Appendix 10 of the University Manual.
- i) **Peer evaluation of teaching** is the responsibility of the Department RTP Committee and includes a classroom visit, review of course syllabus & other teaching materials, and a written report.
- j) A **candidate for reappointment must use the Department RTP criteria** in effect at the time of the candidate's initial probationary appointment. *Current procedures and policies* apply.
- k) A **candidate for tenure or promotion may choose between the criteria** in effect at the time of the initial probationary appointment and those in effect at the time of the request for action. In any case, *current procedures and policies* apply. A candidate requesting both tenure and promotion must choose a single set of criteria for both actions.

## 2.0 PROCEDURES

**2.1** Appendix 16 describes RTP procedures in complete detail. A summary is provided here.

**2.2 Departmental RTP Committee.** The Departmental RTP Committee shall consist of as many of the full-time tenured faculty in the Department as possible in accordance with the policy regarding DRTPC membership in Appendix 16 Section 3.1. Each fall semester, the Department's tenured and probationary full-time faculty shall vote to elect the DRTPC members, and then the Departmental RTP Committee shall elect a chair to serve during the following academic year. The Department Chair shall be a member of the committee and have no separate voice as Department Chair in the RTP process, consistent with qualification requirements specified in Appendix 16. If requested by majority vote of full-time probationary and tenured faculty members of the department and approved by the President, faculty participating in the Faculty Early Retirement Program (FERP) may be included as members of the DRTPC except that the DRTPC shall not be solely comprised of faculty participating in the FERP.

It shall be the responsibility of the Chair of the DRTP Committee to perform the following duties:

- Fall semester:
  - Ensures that candidates have information they need: including information about what actions they must/may apply for, information they need to prepare requests, department criteria.
  - Assists candidates in understanding expectations, preparing packages.
  - Informs Faculty Affairs of requests.
  - Ensures that packages are complete.
  - Provide the department recommendation to the candidate.
- Throughout the year:
  - Ensure that peer evaluations are conducted for all faculty members who will be candidate for RTP action in the future. Ensure that reports are provided to candidates in a timely manner.

### **2.3 STUDENT EVALUATION OF TEACHING**

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**2.3.1** The Department faculty shall review and adopt a standard form for student evaluation of teaching. This form shall be developed and administered in accordance with Appendix 10 and Appendix 16 of the University Manual.

**2.3.2** Each year each faculty member will complete end-of-semester student evaluations in all sections of each undergraduate class that he or she taught and in every graduate class taught, consistent with University policy. Each candidate's RTP package must include the summary statistical evaluations of all student evaluations conducted during the period under review for which the candidate is responsible.

### **2.4 PEER AND SELF EVALUATION OF TEACHING**

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**2.4.1** The Department faculty shall review and adopt guidelines for conducting peer evaluations of teaching in accordance with Appendix 16 of the University Manual.

**2.4.2** A minimum of one peer evaluation in at least two different semesters. A minimum of two peer evaluations of two different classes in each academic year shall be conducted by two different faculty for each probationary faculty and for each tenured faculty member who may subsequently seek promotion. Peer evaluations shall reflect, to the degree possible, the breadth of courses taught. Peer evaluation of teaching shall include classroom visits and a review of the course syllabus and related material. Classroom visits should be followed within no more than two weeks by a written report. The report must be submitted to the faculty member and to the DRTPC chair.

**2.4.3** Each candidate for reappointment shall conduct a self-evaluation of his/her teaching at the time necessary to comply with the requirements of the University RTP calendar. This evaluation will include a description of the faculty member's teaching philosophy, how that was reflected in the courses taught, an analysis of information obtained from the student evaluations and how it influenced future instruction, an analysis of the peer evaluations and how they influenced future instruction, and descriptions of any activities, such as workshops or conferences the faculty member attended that focused on teaching skills and strategies and how they influenced future instruction. Both the candidate and the DRTPC shall address any recommendations for improvement made in the previous RTP cycle.

**2.4.4** Each candidate for tenure or promotion shall conduct a self-evaluation of his/her teaching at the time necessary to comply with the requirements of the University RTP calendar. The period of the evaluation shall be the time since original hiring or the last tenure or promotion decision involving that faculty member. This evaluation will include a description of the faculty member's teaching philosophy, how that was reflected in the courses taught, an analysis of information obtained from the student evaluations and how it influenced future instruction, an analysis of the peer evaluations and how they influenced future instruction, and descriptions of any activities, such as workshops or conferences the faculty member attended that focused on teaching skills and strategies and how they influenced future instruction. Both the candidate and the DRTPC shall address any recommendations for improvement made in the previous RTP cycle or on a previous application for promotion.

## **2.5 CANDIDATES AND FUTURE CANDIDATES**

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Candidates and future candidates serving in administrative positions or performing administrative duties, serving in positions of academic governance, or on leave.

- a) Candidates who are away from campus during the academic year in which they must/may apply for action shall observe the same procedures and timelines as candidates in residence. Candidates may provide their RTP requests by email and must provide email addresses to be used for sending recommendations to candidates. It will be the candidate's responsibility to meet all deadlines.
- b) Individuals who accept positions outside of their departments (i.e., in administrative positions, in academic governance positions, or otherwise temporarily on leave from teaching duties) while they are still eligible for RTP action must ensure that they understand department expectations during the time they are away. The department shall articulate expectations for these exceptional situations in a written interpretation of the department criteria in light of the special circumstances agreed to by the candidate and the DRTPC. This memorandum of understanding shall be approved by the dean, URTPC chair, and Associate Vice President for Faculty Affairs before the leave.

### **3.0 CRITERIA FOR RTP ACTIONS**

In evaluating candidates for RTP actions, the DRTPC shall apply the following criteria in accordance with the procedures outlined in this document, the Unit 3 Collective Bargaining Agreement, and Appendices 10 and 16 of the University Manual.

### **3.1 ELEMENTS OF PERFORMANCE AND EVALUATION**

**3.1.1 Teaching Competence** entails a demonstrable commitment to conveying subject matter and imparting the analytical skills necessary for students to master the subject matter of a particular course. This presupposes that the faculty member is current in the literature of the field and that he or she brings to bear the fruit of ongoing scholarship to the classroom. Course objectives and standards should be clearly delineated; textual materials shall be current and consistent with course objectives; tests or other instruments used in grading shall be clear, well-designed, and fair; classes shall be taught with a seriousness of purpose and entail a rigorous analysis of the subject matter. Advising is part of the faculty member's teaching responsibilities. Advising Competence is accomplished both through assigned interaction in advisement sessions and less formal interaction growing out of the normal teaching function. Ideally faculty advisors communicate the values that ground the University--an enthusiasm for learning, a respect for human dignity and openness to new experiences, and informing students of the meaning of a liberal arts education. The qualities of an excellent advisor are accessibility and knowledge.

Each candidate shall be evaluated with respect to the criteria listed below. The criteria below are grouped into two categories – those criteria that must be met satisfactorily by every faculty member for retention and those criteria that will be used to evaluate whether a faculty member should be recommended for tenure or promotion.

Criteria for retention that must be met by all faculty members include:

- Satisfactory student evaluations (in general averaging no higher than 2.0 on the overall evaluation of teaching on form being used in 2018-19; this specification may be adjusted by the department faculty should the form change or be modified).
- Demonstrated knowledge of the subject matter in the candidate's assigned teaching areas
- Clear, organized, relevant, and effective presentations in the classroom
- Effective involvement of students in learning
- Regular attendance at all classes with appropriate consultation with the department chair for any absences
- A well-organized syllabus which clearly lays out learning objectives, the course calendar, and how students will be evaluated, including "substantial writing components" when appropriate
- Effective use of a variety of teaching methods including lectures, discussions, in- and out-of-class assignments, and examinations that encourage critical thinking on the part of students
- Effective use of appropriate technology for teaching.
- Effective evaluation of student performance and regular and timely feedback to students on their performance

- Competent advising of students, which includes having knowledge of basic university academic rules and regulations, holding regular advising sessions, being available in a timely manner with respect to registration, and being able to use the appropriate on-line advising tools
- Participation in faculty development programs appropriate to his/her current level of skill and experience in teaching

For candidates seeking tenure (Section 3.3.1) or promotion (Sections 3.4.1 and 3.5.1), additional criteria that will be considered (depending on the rank sought) include:

- Developing new courses and/or making substantial changes to existing courses as part of the department's efforts to improve the curriculum
- Receiving invitations to guest lecture on particular topics on which he/she is knowledgeable in the classes of colleagues, campus groups, or by outside organizations
- Developing courses or programs to assist the department, college, or university in meeting university objectives in at least one of the areas such as service learning, international education, on-line learning, assessments of learning outcomes, K-12 teacher preparation, or other such pedagogical initiatives as may emerge as university priorities
- Assuming responsibility for special advising tasks such as working with at-risk students, coordinating internship programs, being adviser for curricular-related programs (Political Science Club, Pi Sigma Alpha, College Republicans, College Democrats, etc.), or specialized programs of study (e.g., pre-law, study abroad, service-learning, Model UN, Model OAS, Mock Trial, graduate programs.)
- Providing effective mentoring in pedagogy to junior colleagues through informal consultation and constructive peer evaluations

Sources of information for determining whether or not these criteria are being met include:

- Peer observations of classroom instruction
- Student evaluations of teaching
- Student evaluations of advising
- Signed letters from students and other documented information received by the chair to which the faculty member has had an opportunity to respond
- Signed letters from others concerning the teaching and/or mentoring skills of the candidate (e.g., from those who invited the candidate to speak to outside groups or classes, junior colleagues)
- A portfolio of teaching materials prepared by the candidate that includes the faculty member's self-evaluation (see 2.4.3 and 2.4.4 above) of his/her teaching, syllabi, tests, assignments, other teaching materials, examples of graded student work
- Records of missed class meetings and missed office hours
- Attendance at advising workshops and work with departmental colleagues on advising issues
- Attendance at workshops on service learning, assessment of learning, learning-centered teaching, and teaching future schoolteachers
- Attendance at faculty development workshops
- Copies of peer evaluations of others prepared by the candidate

**3.1.2 Scholarly Competence** lies in a demonstrable commitment to continued learning and research. Such a commitment can be demonstrated by faculty via efforts to share his or her research with peers at conferences; submission of articles, papers, or books for publication; or the application of research findings to classroom lectures or other classroom activities (e.g., lectures that bear the marks of scholarship beyond the textbooks used in the course). While the research and scholarship will most often be focused on substantive areas within the discipline, research and scholarship on pedagogy will also be recognized and encouraged as it relates to teaching within the discipline. Such a commitment to continued learning and research is required of all faculty at all levels in the Political Science Department.

Evidence of scholarly and creative activity must be demonstrated by activities selected from the following list.

- The candidate has presented original research findings at academic conferences.
- The candidate has presented original research findings at departmental colloquia and seminars.
- The candidate has submitted articles, chapters, or books for review to appropriate academic publications in his/her specialty area.
- The candidate has published in peer reviewed journals appropriate to his/her specialty area.
- The candidate has authored a text appropriate to his/her specialty.
- The candidate has authored original web-based materials of high scholarly quality.
- The candidate has contributed to or edited a text appropriate to his/her specialty.
- The candidate serves as a reviewer or abstractor for papers and manuscripts in recognized peer reviewed journals or publications.
- The candidate has attended workshops and seminars directly related to his/her area of specialty.
- The candidate has applied for external funding to be used for scholarly activities and has been successful in obtaining such funding.
- The candidate works as a consultant in his/her specialty area.
- The candidate is asked to be an outside evaluator of the scholarship of candidates being considered for tenure or promotion at other universities.
- The candidate has presented seminars or workshops at this University, at other institutions or at meetings of professional organizations.
- The candidate has been invited and participated in professionally-related research or other creative activity at another institution.
- The candidate has participated in or has completed some other appropriate scholarly or research activity for which the candidate supplies evidence.

Information for determining whether or not these criteria are being met should be provided in a portfolio by candidate that includes, when appropriate, but is not limited to:

- a self-evaluation of research activities and accomplishments and a plan for research activities over the next five years
- copies of papers presented at conferences or elsewhere
- copies of published research
- copies of manuscript or other reviews written by the faculty member
- reference links to appropriate web materials

- letters of invitation to present seminars, conduct reviews, serve on research teams, etc.
- consulting contracts and/or products from consulting work
- certificates of completion from workshops or programs

**3.1.3 Service to Department/College/University/System/Profession** is defined as those activities undertaken in addition to normal teaching, advising and scholarly activity which make use of the faculty member's professional expertise in service to the department, the college, the university, the California State University System, and to professional organizations. Service is something beyond mere membership and includes serving on committees, holding offices and preparing special studies or reports. Service to the department, college, and university entails concerned, informed, and insightful participation in decision-making processes that direct the policies of the university. University service also includes the timely and appropriate implementation of policies.

Among the activities considered in evaluating service are:

- The candidate has actively participated on a standing committee in the Department, College or University.
- The candidate has served on the Academic Senate.
- The candidate has an administrative assignment at this University in addition to his/her teaching duties.
- The candidate represents the department in CSU System organizations and committees, such as IMPAC or political science department associations.
- The candidate has been an advisor to an ASI recognized student organization.
- The candidate has actively participated in the recruitment of new faculty.
- The candidate has actively participated in the recruitment of new students for the Department.
- The candidate has made presentations to schools, civic groups, etc.
- The candidate is an active member of a Department, College or University ad hoc committee with major assignments to accomplish.
- The candidate is an active member of a committee overseeing an academic program which awards a minor or other certification.
- The candidate is an active member of a professional organization as demonstrated by service on committees, chair or discussant for a conference panel.
- The candidate is an officer in a professional organization (at the local, state, regional, national, or international level).
- The candidate engages in other activities that render a substantial service to the Department, College, University, CSU System, or profession.

Information for determining how the service criteria are being met should be provided in a portfolio by candidate that includes evidence demonstrating the nature and extent of the service provided.

**3.1.4 Service to the Community** is defined as those activities undertaken in addition to normal teaching, advising and scholarly activity which make use of the faculty member's professional expertise in the community at large. Community service of a professional nature entails use of professional skills in the community. Such contributions may include serving in elected or appointed public office, nominally compensated work or volunteer work. Personal contributions made by faculty to the community are important because they contribute to the welfare of the community and enhance the image of Cal Poly Pomona. Information for determining how the



service criteria are being met should be provided in a portfolio by the candidate that includes evidence demonstrating the nature and extent of the service provided.

## **3.2 REAPPOINTMENT**

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The basic question to be addressed in reappointment is whether the candidate is making progress toward satisfying the criteria for tenure. Specifically:

**3.2.1 Teaching Competence.** The candidate performs satisfactorily on each of the teaching criteria listed in 3.1.1 expected of all faculty members. As faculty members progress through their probationary period, there is an expectation that student and peer evaluations will note steadily improving performance on these criteria.

**3.2.2 Scholarly Competence.** The candidate is actively engaged with the discipline as demonstrated by making presentations of research at departmental or other public forums; by submitting work to refereed journals for possible publication; by applying for substantial internal or external research grants; or by presenting work at regional or national conferences.

**3.2.3 Service.** The candidate will conscientiously apply herself/himself to assignments in department and university committees; will have active membership in at least regional professional organizations; and will make personal contributions to the common welfare in his or her community.

## **3.3 TENURE**

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The faculty member applying for tenure shall demonstrate the following accomplishments and characteristics described below. There is an expectation that in achieving these goals that the candidate has also demonstrated a commitment to students, colleagues, and the public that a career of effective teaching, creative scholarship, and dedicated service will continue should tenure be granted. Responsiveness to recommendations made by the DRTPC during the probationary period in all of these areas is an important consideration.

**3.3.1 Teaching.** In addition to having presented a record of performing satisfactorily on each of the teaching criteria listed in 3.1.1 expected of all faculty members and showing steady improvement in the period before applying for tenure, the candidate shall also have actively participated in the development and refinement of the department's curriculum, assisted the department in reaching university objectives related to pedagogy, made presentations to colleagues' classes or outside groups, and successfully taken on increased responsibilities for advising.

**3.3.2 Scholarly Competence.** The candidate is actively engaged with the discipline as demonstrated by fulfilling the requirements for reappointment (3.2.2), but by this point he or she should also have presented research at regional or national professional meetings and conferences and some work should have been published in academically-refereed publications including books, book chapters, monographs, proceedings, and journals. While co-authored projects are encouraged, a candidate should also be able to demonstrate the ability to conduct and successfully present independent research.

**3.3.3 Service.** The candidate conscientiously applies herself/himself to assignments in department and university committees; will have active membership in at least regional

professional organizations; and will make personal contributions to the common welfare in his or her community.

### **3.4 PROMOTION TO ASSOCIATE PROFESSOR**

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**3.4.1 Teaching Competence.** The candidate will continue to present a record of performing satisfactorily on each of the teaching criteria listed in 3.1.1 expected of all faculty members and showing steady improvement in the period before applying for promotion, the candidate shall also have actively participated in the development and refinement of the department's curriculum, assisted the department in reaching university objectives related to pedagogy, made presentations to colleagues' classes or outside groups, and successfully taken on increased responsibilities for advising.

**3.4.2 Scholarly Competence.** The candidate is actively engaged with the discipline as demonstrated by fulfilling the requirements for reappointment (3.2.2), but by this point he or she should also have presented research at regional or national professional meetings and conferences and some work should have been published in academically-refereed publications including books, book chapters, monographs, proceedings, and journals. While co-authored projects are encouraged, a candidate should also be able to demonstrate the ability to conduct and successfully present independent research.

**3.4.3 Service.** The candidate will have filled positions of leadership within departmental, college and university committees; will maintain an active membership in regional and national professional organizations; and will make personal and professional contributions to the common welfare in his or her community.

### **3.5 PROMOTION TO PROFESSOR**

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**3.5.1 Teaching Competence.** The candidate will continue to present a record of performing satisfactorily on each of the teaching criteria listed in 3.1.1 expected of all faculty members and showing steady improvement in the period before applying for promotion. A candidate for promotion to Professor shall also have demonstrated an ability to provide guidance and assistance to junior colleagues in the art of effective teaching and advising through sharing ideas and constructive peer reviews. The candidate shall also have actively participated in the development and refinement of the department's curriculum, assisted the department in reaching university objectives related to pedagogy, made presentations to colleagues' classes or outside groups, and successfully taken on increased responsibilities for advising.

**3.5.2 Scholarly Competence.** The candidate is actively engaged with the discipline as demonstrated by fulfilling the requirements for reappointment (3.2.2), but by this point he or she should also have presented research at national professional meetings and conferences; work continues to be published in academically- refereed publications including books, book chapters, monographs, proceedings, and journals. A candidate for promotion to Professor shall also have demonstrated an ability to provide guidance and assistance to junior colleagues on conducting research and finding publication outlets for such research. Often, a candidate for this rank will have co-authored work with junior colleagues. The quality of one's research and reputation should be demonstrated by the recognition of peers outside of the university which can be

demonstrated by one's service as a reviewer of manuscripts for refereed journals and publishers or as an editorial board member of an academic publication.

**3.5.3 Service** The candidate will continue to assume positions of leadership within departmental, college, and university committees; serve in leadership positions in regional or national professional organizations; and will continue to make personal and or professional contributions to the common welfare in his/her community.

### **3.6 EARLY TENURE**

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Consistent with Appendix 16 of the University Manual (especially Section 305.206 paragraph 3), in considering early actions special emphasis is placed on teaching ability and accomplishment and require exceptional performance or extraordinary qualifications with regard to professional activities and university service. Specifically: the candidate shall exhibit unusual teaching gifts in tangible ways. Unusual teaching gifts would be demonstrated by, but not limited to, the following types of evidence: winning departmental, college or university-wide teaching honors; obtaining scores consistently above the Department average on our instructional assessment questionnaire; using distinctly innovative teaching techniques which demonstrates careful crafting of his or her courses. In addition to demonstrable excellence in teaching, candidates for early tenure must:

- produce evidence of persistent and ongoing scholarly work that brings at least a regional reputation for excellence or originality in the form of published books, articles, reviews, or monographs;
- produce scholarly papers presented at recognized professional conferences and actively participate in conference panels and service on committees of regional and national professional organizations;
- provide documented evidence of exceptional administrative service to the Department and to the University; and
- participate actively in professionally related public service in the community.

### **3.7 EARLY PROMOTION**

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Consistent with Appendix 16 of the University Manual, in considering early actions for promotion to associate or full professor, special emphasis is placed on teaching ability and accomplishment and require exceptional performance or extraordinary qualifications with regard to professional activities and university service.

**3.71 Early Promotion to Associate Professor** The candidate for early promotion to associate professor shall meet all of the standards for promotion to associate professor and shall exhibit unusual teaching gifts beyond the expectations for that rank in tangible ways. Unusual teaching gifts would be demonstrated by, but not limited to, the following types of evidence: winning departmental, college or university-wide teaching honors; obtaining scores consistently above the Department average on our instructional assessment questionnaire; using distinctly innovative teaching techniques which demonstrates careful crafting of his or her courses. In addition to demonstrable excellence in teaching, candidates for early promotion must not only meet the expectations for that rank but also

- produce evidence of persistent and ongoing scholarly work that brings at least a state-wide or regional reputation for excellence or originality in the form of published books, articles, reviews, or monographs;
- produce scholarly papers presented at recognized professional conferences and actively participate in conference panels and service on committees of regional and national professional organizations;

- provide documented evidence of exceptional administrative service to the Department and to the University; and
- participate actively in professionally related public service in the community.

**3.7.2 Early Promotion to Professor** The candidate for early promotion to full professor shall meet all of the standards for promotion to professor and shall exhibit unusual teaching gifts beyond the expectations for that rank in tangible ways. Unusual teaching gifts would be demonstrated by, but not limited to, the following types of evidence: winning departmental, college or university-wide teaching or advising honors; obtaining scores consistently above all other Department members on our instructional assessment questionnaire; using distinctly innovative teaching techniques which demonstrates careful crafting of his or her courses. In addition to demonstrable excellence in teaching, candidates for early promotion to professor must not only meet the expectations for that rank but also

- produce evidence of persistent and ongoing scholarly work that brings a national reputation for excellence or originality in the form of published books, articles, reviews, or monographs;
- produce scholarly papers presented at recognized professional conferences and actively participate in conference panels and hold leadership positions in professional societies within the discipline;
- provide documented evidence of exceptional administrative service to the Department and to the University; and
- participate actively in professionally related public service in the community that brings positive public notice to California State Polytechnic University, Pomona.

Approved by Department 3/6/2018