

Retention, Tenure and Promotion Document

Department of Plant Science

College of Agriculture

California State Polytechnic University, Pomona

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Section I. Introduction, Definitions, Criteria

1.1 Introduction

The following criteria have been developed by the faculty members in the Department of Plant Science to provide guidelines for evaluation and recognition of Plant Science faculty in all personnel actions involving Reappointment, Tenure and Promotion (RTP).

The goals of this department RTP document are to:

1. Provide candidates for reappointment, tenure and promotion with meaningful and systematic criteria for measuring their own performance, growth, and qualifications concerning these matters.
2. Provide all persons involved in the reappointment, tenure, and promotion process with meaningful and systematic criteria for making recommendations and decisions concerning these matters.

The RTP 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 document communicates department expectations and RTP procedures to the department faculty, faculty candidates, the dean of agriculture, the college RTP committee (CRTPC), the university RTP committee (URTPC), and academic administrators at the university level.

The University Manual communicates official university policy on faculty evaluations: <https://www.cpp.edu/faculty-affairs/documents/section305.pdf>. California State Polytechnic University, Pomona Policy No. 1328 and Policy No. 1329 cover Reappointment, Tenure, and Promotion Policy and Procedures and Student Evaluations of Teaching, respectively. All official policy documents should be consistent with one another. Department RTP documents must supplement and may not conflict with University Manual policies 1328 and 1329. In any case of inconsistency, the current Unit 3 (Faculty) Collective Bargaining Agreement (CBA) takes first precedence, the University Manual second precedence, and the approved Department RTP document third precedence.

The primary purpose of the Department RTP Document is to articulate department expectations of its faculty members and what faculty members must achieve to be positively recommended for reappointment, tenure, and promotion. Department criteria should be consistent with department, college, and university missions, visions, goals, and accreditation standards.

The RTP process 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.

1.2 Definitions

1. Candidates refer to a faculty unit employee who is subject to review for reappointment, tenure, or promotion action in the current RTP cycle.
2. Department RTP committee (DRTPC) members shall consist of full-time tenured and Faculty Early Retirement Program (FERP) faculty members elected by probationary and tenured faculty. A tenured faculty member on professional leave (sabbatical or difference-in-pay) may participate in RTP activities subject to other provisions in Policy No. 1328 and to the stipulations in the Acceptance of Paid Professional Leave form.
3. Criteria define what a candidate must achieve to be positively recommended for reappointment, tenure, or promotion. Adoption of the department RTP document, describing the criteria and procedures, shall be accomplished by a majority vote of the probationary and tenured faculty. Criteria are subsequently submitted to the dean and CRTPC for review and comment and ultimately approved by the President or his/her designee (Policy No. 1328).
4. A probationary year of service for a faculty unit employee in an academic year position is two (2) consecutive semesters of employment within an academic year. The first probationary year of service commences with the first Fall semester term of appointment. A tenure-track faculty with a Spring semester initial start date will have their RTP cycle begin the following Fall term.
5. A Professional Development Plan (PDP) is required of all probationary faculties to be updated annually by the candidate. During the first year of probationary appointment, the candidate will prepare his/her PDP for inclusion in the pre-RTP process. (Appendix D).

1.3 Criteria

This document guides candidates seeking reappointment, tenure and promotion in the Department of Plant Science. It follows Policy No. 1328 and Policy No. 1329 of the University Manual, and the current Unit 3 (Faculty) Collective Bargaining Agreement (CBA). No other documents or criteria are applicable. Consistent with university-wide RTP criteria, candidates will be evaluated on the primary importance of teaching and maintenance of appropriate academic standards, accomplishments in the area of scholarly and creative activities, and accomplishments in the area of service to the university, the profession, and the community.

Department criteria also address the following circumstances: consideration of

performance in the area of student mentoring, peer evaluation of teaching performance, provision for the evaluation of faculty serving in administrative positions or performing administrative duties, provision for evaluation of faculty serving in positions of academic governance, and consideration of the activities of faculty temporarily on leave from teaching duties (such as sabbatical leave, fellowships, overseas teaching and administrative assignment for the university, and visiting professor/scholar at another institution).

As reflected in the specific position description for which a Plant Science faculty member is appointed, the faculty member will possess advanced academic preparation in an area of the Plant Sciences or associated disciplines. In evaluating a candidate for reappointment, tenure or promotion, the department, college and university RTP committees will consider RTP document criteria evaluation areas based upon the candidate's reappointment level, past performance, and candidate's efforts and results in response to suggestions for improvement.

Performance of the Plant Science faculty must reflect the total spectrum of the above criteria to optimize the education of Plant Science students.

Criteria address the performance of a full-time faculty unit employee whose regular assignment consists of a minimum teaching load of 50% (12 WTUs of instruction per academic year, with at least three lecture classes) and 50% release time. All release time must be determined by the department chair and the faculty member, reviewed by the DRTP committee and approved by the Dean of Agriculture and the Vice President for Academic Affairs. This assignment must be approved in advance.

Section II. Procedures

2.1 Department RTP Procedures

1. Adoption of the department RTP document, describing the criteria and procedures, shall be accomplished by a majority vote of the probationary and tenured faculty in that department.
2. The department chair shall ensure that each faculty member has a copy of the approved Department RTP Document. RTP evaluations at all levels, including deans and other administrative levels, shall apply the approved department RTP criteria.
3. The department chair shall make available, no later than 14 days after the first day of Fall semester instruction, to all RTP candidates and the DRTPC the department RTP document that the candidate is eligible to use. (Note that copies of these documents are available in the Faculty Affairs Office).
4. The promotion of a tenured faculty unit employee shall normally be effective the beginning of the sixth (6th) year after appointment to their current academic rank/classification.

- In such cases, the performance review for promotion should take place during the year preceding the effective date of the promotion. (CBA 14.3)
5. A probationary faculty unit employee shall not normally be promoted during probation. Probationary faculty unit employees shall not be promoted beyond the rank of Associate. A probationary faculty unit employee shall normally be considered for promotion at the same time he/she is considered for tenure. (CBA 14.2)
 6. A candidate may, upon application and with a positive recommendation from their department, be considered for early tenure. Requests for early tenure and/or promotion must be initiated by the candidate and follow the regular RTP procedures. Requests for early actions shall not be considered unless the individual has completed three years of full-time service in an academic rank position on this campus prior to the effective date of those actions. Criteria for early actions shall place emphasis on teaching and shall require exceptional performance or extraordinary qualifications regarding scholarly and creative activities, and service to the university and profession.
 7. Student evaluation of teaching is governed by Policy No. 1329 of the University Manual.
 8. Criteria for reappointment decisions shall be the department RTP criteria that were in effect during the candidate's first academic year of probationary service on this campus.
 9. Each candidate for tenure (including early tenure) may use either the department RTP criteria in effect during the candidate's first academic year of probationary service on this campus or the department RTP criteria in effect in the year the candidate requests action. Each candidate for promotion (including early promotion) may use either the department RTP criteria in effect during the candidate's first academic year of probationary serviced on this campus or the department RTP criteria in effect in the year the candidate requests action. If the candidate requests simultaneous consideration for both tenure and promotion, the candidate must select a single set of criteria.

2.2 Department RTP Committee Structure

1. The department RTP committee is responsible for ensuring the integrity of the RTP process within the department. The committee's structure and function shall conform to Policy No. 1328 of the University Manual. The committee shall consist of full-time tenured and FERP faculty members elected by probationary and tenured faculty. The membership size for a DRTPC shall be: three (3) to seven (7) for departments with ten (10) or fewer faculty eligible to serve, five (5) to nine (9) for departments with eleven (11) to seventeen (17) faculty eligible to serve, seven (7) to fifteen (15) for departments with eighteen (18) or more faculty eligible to serve. The DRTPC shall always have an odd number of members.

2. The structure, size, and procedures of the DRTPC shall be determined by the probationary and tenured faculty in the department within limits stipulated in Policy No. 1328 of the University Manual.
3. Annual elections by secret ballot must be conducted by March 1 of the school year preceding the given RTP cycle, and election shall be by a majority vote of the probationary and tenured faculty members of the department. The DRTPC's term of service shall not end until all matters pertaining to the DRTPC's recommendations have been concluded.
4. The structure shall include whether the department chair will be a member of the DRTPC or write a separate statement. Non-tenured department chairs, or chairs who are candidates for an RTP action, are not eligible to be members of the DRTPC or to write separate recommendations.
5. The department chair shall notify the dean of the composition of the DRTPC, including election results, immediately after its election.
6. A department may use one or more subcommittees to deal with different RTP actions.
7. If too few faculty members are available to properly constitute a DRTPC for all or some aspects of a DRTPC's work, faculty members from outside the department shall be elected to supplement the DRTPC. Election of members outside the department shall fully comply with all provisions under Policy No. 1328 3.1.D.)

2.3 Department RTP Committee Chair

1. The DRTPC chair shall be a full-time tenured faculty.
2. The DRTPC chair shall be responsible for ensuring that all provisions of the department RTP document, Policy No. 1328 and Policy No. 1329 in the University Manual, and Articles 14 and 15 of the CBA are carried out within the prescribed deadlines established by the university for completion of review at the department level. The DRTPC chair may not delegate their responsibilities. If the chair relinquishes the position of chair, the DRTPC must choose a new chair as soon as possible.
3. In promotion considerations, RTP committee members must have a higher rank/classification than those being considered for promotion. If the chair of the DRTPC does not have a higher rank/classification than one or more of the candidates being considered for promotion, those members of the DRTPC who have a higher rank/classification shall choose an eligible member to handle the duties of the chair for these candidates.
4. The DRTPC chair shall perform the following duties:

Fall semester: Ensures that candidates have information about what actions they must/may apply for and how to prepare requests. Assist candidates in understanding expectations and responding to questions about preparing

packages. Inform Faculty Affairs of candidate requests. Ensure that packages are complete. Serves as the official custodian of the candidate's RTP package between submission of the package to the DRTPC committee by the candidate and forwarding of the package to the dean. In this period, the committee chair and only the committee chair shall be responsible for any additions to the package or any changes in the content of the package and notification of the appropriate parties of any additions or changes.

Throughout the year: Ensures that the minimum number of peer evaluations of teaching is conducted and that a copy of each written evaluation is submitted to the faculty member within two weeks of the class visit. A minimum of two peer evaluations shall be conducted each academic year. Peer evaluations shall reflect to the degree possible, the breadth of courses taught. A candidate may request additional peer evaluations beyond those initiated by the DRTPC. Such requests are to be directed to the DRTPC chair.

2.4 Department RTP Criteria Function

1. DRTPC's duties include the following:

- Ensure implementation of student evaluations of teaching (all courses, excluding supervision assignments such as senior project or independent study) according to department and university policy.
- Conduct the minimum number of peer evaluations of teaching (two peer evaluations each academic year). Peer evaluations shall reflect, to the degree possible, the breadth of courses taught by the candidate.
- The DRTPC committee chair or department chair shall post an announcement, in a prominent place(s) near the department office, of the names of candidates requesting an RTP action, the type of request made, and the names of DRTPC members to whom signed evaluative commentary and substantiating documentation can be submitted. This post will take place within one week following notification of the DRTPC chair by the candidate that he/she will request an RTP action. Signed comments from students will be accepted up to the date the RTP package is due in the department office. The candidate will have five (5) working days to provide a response to these comments before the DRTPC commences consideration of the candidate's RTP package. The DRTPC will meet after all responses are received.

The DRTPC chair will provide an opportunity for individuals external to the university, with whom the candidate works, to provide signed comments and recommendations. Signed comments from external individuals will be accepted up to the date the RTP package is due in the department office. The candidate will have five (5) working days to provide a response to these comments before the DRTPC commences consideration of the candidate's RTP package. The DRTPC will meet after all responses are received.

- Evaluate the candidate's request for an RTP action by using only the approved department RTP criteria.

- The committee shall evaluate the candidate's RTP package and render a recommendation for the following action(s): Reappointment to next probationary year, Reappointment with tenure, Promotion to requested rank, Reappointment with early tenure, Early promotion to requested rank, Termination (available for candidates in first or second probationary year),
Reappointment with terminal year (available for candidates in either third, fourth, fifth or sixth probationary year).
2. Decisions must be supported and shall address all applicable criteria. Decisions shall be based on evidence supplied to the committee by the candidate or requested by the committee from the candidate. The committee, in their evaluation of the candidate's request, shall consider information from the following sources:
- Self-evaluation provided by the candidate (including reference to any supplementary material necessary to corroborate candidate's statements) in accordance with Policy No. 1328 and Policy No. 1330 of the University Manual.
 - Summaries and interpretations of student evaluations of teaching in accordance with Policy No. 1328 and Policy No. 1329 of the University Manual.
 - Summaries and interpretations of peer evaluation of teaching performance in accordance with Policy No. 1328 of the University Manual.
 - Signed material received from students which shall be added to the candidate's RTP package.
 - Signed material received from individuals that are external to the university, with whom the candidate works, which shall be added to the candidate's RTP package.
 - Material requested from the candidate by the committee includes requests for clarification, corrections to or augmentation of any section/part of the RTP package.
 - All materials must be identified by source and submitted by the closing date.

The DRTPC will make its evaluation of the candidate's request in writing on university-approved forms. The chair of the committee will review with the candidate the results of the committee's evaluation. The candidate will then be given the opportunity to either acknowledge the DRTPC's recommendation by signature, or to submit, within ten (10) calendar days, either a written response/rebuttal without appeal, a request for a meeting with the DRTPC, or to appeal the DRTPC's recommendation to the College RTP Committee (CRTPC). The appeal request for reconsideration of the DRTPC's recommendation must address only the issues raised by the committee.

The committee cannot refuse an appeal request.

If the candidate does not acknowledge the recommendations of the DRTPC, the department chair shall forward the RTP package to the next level of review (CRTPC) and document the fact that the candidate was informed of the committee's evaluation and recommendation and failed to acknowledge them.

If the DRTPC does not endorse the candidate's request for reconsideration, the candidate

has ten (10) calendar days, from the receipt of notification, to appeal to the CRTPC for a final recommendation. Appeal is not obligatory. The candidate is advised to consult Policy No. 1328 of the University

Manual. In addition to, or in lieu of, a formal appeal to the CRTPC, the candidate may submit, within ten (10) calendar days, a response or rebuttal statement and/or a request for a meeting to the DRPTC's final recommendation to be included in their RTP package.

2.5 Department Chair

1. The department chair shall make available, no later than 14 days after the first day of Fall semester instruction, to all RTP candidates and the DRTPC, the department RTP criteria document that the candidate is eligible to use. A copy of the current approved department RTP document shall be maintained in the department office. The department chair will also retain copies of past, approved RTP criteria for the purpose of evaluating candidates who choose to be evaluated by criteria which were current at the time of the candidate's initial appointment. Copies of these past RTP documents shall be made available to the committee and faculty. (Note that copies of these documents are also available in the Faculty Affairs Office).
2. In the event where a majority vote of probationary and tenured faculty does not include the department chair on the DRTPC, the department chair shall conduct their evaluation of the candidate based on the DRTPC (i.e. class visitation, evaluation of class material, etc.). In this case, the department chair makes a separate recommendation that will be forwarded to subsequent levels of review. The candidate will receive a copy of the department chair's recommendation when the original is incorporated into the RTP package.
3. As part of their responsibility for professional development of department faculty, the chair will work with probationary faculty to develop their initial Professional Development Plan and in subsequent years to update the plan. The department chair may consult with the chair of the DRTPC, when appropriate.

2.6 Student Evaluation of Teaching

1. Student evaluations of teaching shall be conducted in accordance with University Policy Nos. 1328 and 1329 and any applicable university procedures. The department shall use the university-approved student evaluation system.
2. Official student evaluation summaries generated through the university's evaluation process since the candidate's previous RTP action (or since original appointment, as applicable) shall be included in the RTP file. Courses exempted under university policy (e.g., minimum enrollment thresholds or other approved exceptions) are excluded.
3. Student evaluations are one component of the overall assessment of teaching effectiveness and shall be considered alongside peer evaluations, review of instructional materials, and other relevant evidence of teaching performance.
4. Solicitation of official recommendations from students, if done in such a way, and at such a time, that students feel pressured or threatened, is considered

unprofessional. Any solicitation by a faculty member on their own behalf, or by a faculty member or administrator on behalf of or against another faculty member is considered unprofessional and is prohibited.

5. The probationary and tenured faculty of each department or equivalent unit shall design the instruments for official student evaluation. Instruments appropriate to the content, method of instruction, and learning objectives of the course shall be designed by the department. Therefore, there can be more than one instrument used for official student evaluations in a department. Departments are encouraged to ensure that evaluation instruments are reliable and valid for the purpose of collecting data for summative evaluation of faculty. The Faculty Center for Professional Development can provide resources and consultation to this end and faculty are urged to contact the center when developing evaluation instruments.
6. As per Policy 1329, written comments from student evaluations shall not be included in the RTP package.

2.7 Peer Evaluation of Teaching

1. Peer evaluation of teaching shall include classroom visits and a review of course syllabus and related material. The individual faculty unit employee being evaluated shall be provided with a notice of at least five (5) working days that a classroom visit, online observation, and/or review of online content, is to take place. There shall be consultation between the faculty members being evaluated and the individual who visits their class(es) regarding the classes to be visited and the scheduling of such visits. Classroom visits shall be followed within two weeks by a written report. The report must be submitted to the faculty member and to the DRTPC chair. The candidate has the right to respond in writing to the peer evaluation within ten (10) calendar days of receiving the evaluation. The candidate is responsible for including the review in the RTP materials for submission.
2. A minimum of two (2) peer evaluations shall be conducted each academic year. Peer evaluations shall reflect, to the degree possible, the breadth of courses taught.
3. Only peer evaluations conducted either prior to or during the period of review may be used for that period's deliberations. Exceptions may be allowed if the candidate does not have the minimum number of evaluations.
4. The DRTPC is responsible for ensuring that the minimum number of peers evaluation is conducted and that a copy of each written evaluation is submitted to the faculty member within two weeks of the class visit.
5. A candidate may request additional peer review evaluations beyond those initiated by the DRTPC. Such requests are to be directed to the DRTPC chair.

2.8 Special Circumstances

1. Candidates who are away from campus, or the department, during the academic year in which they must/may apply for RTP action shall observe the same

- procedures and timelines as candidates in residence. Candidates may provide their RTP requests by email,
2. Individuals who accept positions outside of their departments while they are still eligible for RTP action must ensure that they understand department expectations during the time they are away. The department may articulate expectations for these exceptional situations in the department RTP criteria document. If these exceptions are not addressed in the department criteria, then the candidate and the DRTPC shall commit to writing an interpretation of the department criteria based on the special circumstances. The dean, URTPC chair, and Associate Vice President for Faculty Affairs shall approve this memorandum of understanding.
 3. Evaluation of faculty on administrative assignment, serving in academic governance:
 - For promotion and tenure, faculty serving an administrative assignment at the time of an evaluation shall have taught department courses equivalent to an average of 6 WTUs per year since the last RTP action. Student evaluations, according to department policy, must be included in the RTP package.
 - For reappointment, tenure or promotion, faculty serving an administrative assignment shall provide evidence of scholarly or creative activity shall be held to the same standard as any other candidate for reappointment, tenure, or promotion in the department.
 - There can be no deviation from the above requirements for faculty serving in an administrative assignment without the written consent of the DRTPC, the department chair and the college dean. The Vice President for Academic Affairs shall make the final determination on the acceptability of any deviation from the above requirements.
 4. Faculty on approved temporary leave from teaching duties (such as sabbatical leave, fellowships, overseas teaching and administrative assignment for the university, and visiting professor/scholar at another institution):
 - The committee must consider activities of faculty temporarily on leave from teaching duties for such purposes as sabbatical leave, fellowships, overseas teaching, administrative assignment for the university, and visiting professor/scholar at another institution. Faculty on leave shall be evaluated using the above-mentioned criteria for teaching, advising and leadership, scholarly or creative activity and service with suitable modifications listed below.
 - A faculty member who is on a leave that has been approved by the president of the university is on approved leave. In the event this leave is with pay from Cal Poly Pomona, the probationary status is still active and sections b) – d) below apply. If the approved leave is without pay from Cal Poly Pomona, then the probationary status of the tenure track candidate is not active (“the clock has stopped”) and sections b) – d) below do not apply.
 - For promotion and tenure, faculty on approved leave at another institution shall have taught the equivalent of 24 WTUs of department courses since the

last promotion. Student evaluations from at least four (4) classes must be included in the RTP package.

- For reappointment, tenure or promotion, faculty on approved leave at another institution shall provide evidence of scholarly or creative activity and shall be held to the same standard as any other candidate for reappointment or promotion in the department. The committee, alone or in collaboration with others, can examine research and scholarly activities done at another institution, for the purposes of fulfilling the department's criteria for scholarly or creative activity.
- There can be no deviation of the above requirements for faculty serving on approved leave without the written consent of DRTPC, the department chair and the college dean. The Vice President for Academic Affairs shall make the final determination on the acceptability of any deviation from the above requirements.

2.9 Candidate Responsibilities

1. The candidate initiates all RTP requests. The candidate must respond that either there will or will not be a request for consideration. If the candidate is requesting early promotion or early tenure, then the candidate must notify the committee chair in writing that there will be a request for an early action.
2. At all times, the candidate may monitor the progress of the request through the various review groups. The candidate can withdraw the request without prejudice, at any level of review.
3. It is the candidate's responsibility to ensure that all student evaluations and peer evaluations are occurring according to requirements included in this document. If appropriate student and peer evaluations are not being conducted in a timely fashion, the candidate should seek assistance from the department chair, the DRTPC chair, or the college dean.
4. During the first year of probationary appointment, the candidate will prepare their Professional Development Plan for inclusion in the pre-RTP process. The faculty member will work with the department chair in developing the PDP. The chair may consult with the DRTPC.
 - The PDP should include short- and long-term goals/objectives on how the faculty member intends to provide substantive contributions to her/his discipline, how those activities can keep their teaching current and dynamic, and areas in which they provide service to the university community. Specific goals and milestones should be proposed throughout the probationary period that fulfill the criteria tenure. Those accomplishments should be ambitious and clear (see Appendix D for template).
5. In the Faculty Performance Review Form self-evaluation (Policy No. 1330), the candidate must clearly address the department's criteria for the action(s) requested. The candidate must submit evidence to the DRTPC that he/she has fulfilled the RTP criteria. Relevant RTP criteria and supporting documents shall be referred to

in the candidate's RTP package. The evaluation must contain the following items:

- **Discussion of Teaching Performance.** This includes an analysis of the student and peer evaluations collected by the candidate during the time of review. All deficiencies noted in the student and peer evaluation shall be addressed. If deficiencies or problems were pointed out in previous evaluations, steps taken or progress made towards rectifying them must be addressed. Appendix C, Teaching Evaluation Guidelines, provides a set of teaching components that create effective student learning conditions in the classroom. It can be used to guide the self-assessment of teaching in addition to focusing evidence from student and peer evaluations. Progress on goals and objectives in the PDP will also be addressed.
 - **Discussion of Scholarly and Creative Activities.** This includes, but is not limited to, citation of peer-reviewed publications, dates of attendance at professional meetings, and reference to all duties and assignments in professional organizations, and other activities detailed in Section III. Works in progress and ongoing activities shall be addressed. If deficiencies or problems were pointed out in previous evaluations, steps taken or progress made toward remedying them must be addressed. Progress on goals and objectives in the PDP will also be addressed.
 - **Discussion of Service to the university, college, department, the profession, and community.** This includes citation of committee assignments and duties, assistance in a professional capacity to relevant group, program direction, graduate student coordination, academic student advising, and other activities detailed in Section III. etc. If deficiencies or problems were pointed out in previous evaluations, steps taken or progress made toward remedying them must be addressed. Progress on goals and objectives in the PDP will also be addressed.
6. The period covered by the self-evaluation should be that which has passed since the last application was made for the same or similar action. Reappointment evaluations are normally based on the previous year's performance; promotion evaluations, on the period since the last promotion or since original appointment, whichever is more recent; tenure and promotion evaluations on the period since the original appointment to the probationary position.
 7. The candidate will include an appendix to the evaluation package, which details originals (reprints, books, grant proposals, course materials, lab manuals, letters of thanks, commendations, newspaper articles, manuscripts, artwork, etc.).

2.10 RTP Process Documentation and Flow Chart

1. The approved RTP Faculty Performance Review online submission process (Policy No. 1330 of the University Manual) is updated annually and detailed on the Cal Poly Pomona Faculty Affairs website.
2. Calendars 2, 3, Probationary Year and Calendar 4, 5, 6, PY, Tenure, Promotion for various RTP actions are posted annually on the Faculty Affairs website prior to the

beginning of the Fall semester. Candidates at all levels are responsible for adhering to the deadlines established in the calendar for the RTP action(s) in question. The RTP process is illustrated below:

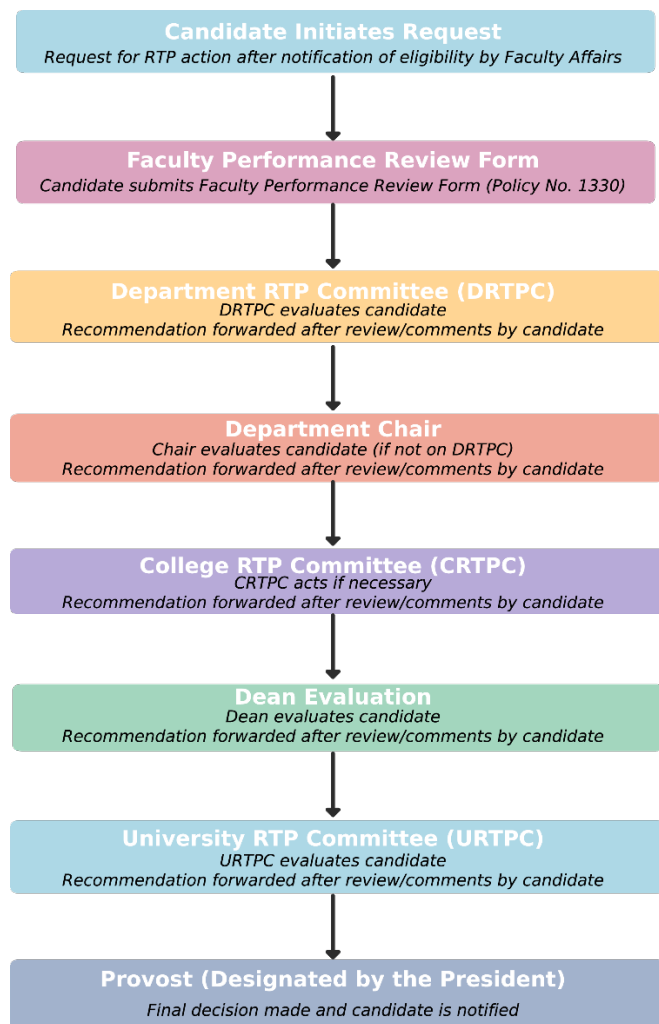


Figure 1. RTP Process Flow Chart.

Section III. Criteria for Plant Science RTP Action

3.1 Elements of Performance and Evaluation

In this section, the department provides an overview of the criterion areas and how accomplishments in each of these areas should be assessed. The criterion areas include 1) the primary importance of teaching and the maintenance of academic standards; 2) accomplishments in scholarly and creative activities; and 3) accomplishments in service to the department, college, university, and the community. The candidate shall be evaluated according to the criteria stated in this document in accordance with the University Manual (Policy Nos. 1328 and 1329) and the current Unit 3 (Faculty) Collective Bargaining Agreement (CBA).

The department chair and Office of Faculty Affairs inform the candidate, in September, of the RTP action(s) he/she may/must apply for and the criteria documents available to him/her. Candidates are responsible for ensuring that they use the appropriate department RTP criteria document (**Table 1**).

Table 1: Plant Science Criteria Summary.

Action	Time from Hire	Overall Student Review	Peer Eval	Add'l Teaching Activity	Scholarship "A"	Service "A"	Add'l "A"/"B" Scholarly	Add'l "A"/"B" Service
3rd-6th Prob. Year		Discuss < 2.75	Discuss < "Meets"	<i>Demonstrate progression toward tenure and promotion</i>				
Tenure / Assoc. Prof.	Beginning of 6th prob. year	> 2.75 over all period of review	All items "Meet"	3	6 (2 req. peer-review)	3	14	5
Early Tenure / Assoc. Prof.	Before 6th prob. year, after 3 yrs on campus	> 3.25 over all period of review	All items "Meet", >1 "Exceeds"	5	9 (2 req. peer-review)	3	17	7
Professor	4th year as Assoc. Prof.	> 2.75 over all period of review	All items "Meet"	3	6 (2 req. peer-review)	3	19 (Add'l	"A"/"B" in service or scholarly)
Early Professor	Before 4th year as Assoc. Prof.	> 3.25 over all period of review	All items "Meet", >1 "Exceeds"	5	9 (2 req. peer-review)	3	24 (Add'l	"A"/"B" in service or scholarly)

3.2 Evaluation of Teaching

The first and most important characteristic expected of a faculty member is the ability to teach well in the classroom, in supervised instruction, in the laboratory, and/or in the field. The faculty member has the responsibility to keep course material current and innovative. Evaluation of teaching includes competence in discipline, good course organization and presentation of learning outcomes, and effective communication and teaching techniques. Suggested evaluative teaching guidelines are summarized in Appendix C.

Teaching effectiveness will be assessed using the following:

1. **Student Evaluations.** Examination of student course evaluation is required. In the candidate's self-evaluation, he/she is required to analyze in detail the results of all course student evaluations (during the review period) and comment upon them in the RTP package. Mean scores on individual questions on student evaluations less than 2.75, (5.0 being the best score, 0 being the worst score) should be explained and, if appropriate, a plan of action should be outlined with the expectation that the candidate will show evidence of improvement. Likewise, the committee, in their recommendation shall analyze the candidate's student evaluations in detail and document their findings.
2. **Peer Review of Teaching.** The results for peer reviews conducted during the evaluation period will also be considered. A minimum of two (2) peer evaluations shall be conducted each academic year. Peer evaluations shall reflect, to the degree possible, the breadth of courses taught. The decision as to the courses to be peer-reviewed should be attempted to be made jointly between the candidate and the department chair (the department chair may delegate this task to the DRTPC chair). See Appendix B for Peer Evaluation Form.

Reviewers shall consider the following:

- Instructor presents timely, accurate information from appropriate academic and professional sources.
- Instructor knowledge is appropriate for the class.
- Lecture is organized; clear and student expectations are clearly identified.
- Instructors make good use of available technology.
- Instructors make use of a variety of teaching pedagogies such as technology, case studies, and expert teaching groups.
- Instructor asks and answers student questions in an accurate, respectful manner.
- Areas of concern from previous evaluations are addressed with plans for improvement identified.
- Course syllabi, examples of assignments, exams and other related materials should be made available as part of the evaluation of teaching.

3. **Additional Teaching Activities:** In addition to peer and student reviews. Candidates will be expected to participate in 3 or more additional teaching activities that support academic development within the department.

- The candidate participates in new course development, course revisions, and general curriculum development, as appropriate.
- Applies for and/or receives internal or external funding to improve classroom instruction. This can include updated instructional tools, experiential learning, or field trips.
- Participation in long-term professional development opportunities (>8 hours) dedicated to teaching preparation or improvement.
- Participation in Summer Assessment and Discovery or similar by Academic Programs
- Organizes or hosts professional development opportunities dedicated to teaching preparation or improvement.
- Internal or external teaching award or honor
- Student career advising, including placement in internships or other experiential learning opportunities
- Serving as a guest speaker and/or organizing for guest speakers
- Developing and implementing a service-learning course
- Demonstration of active and/or innovative teaching techniques in the classroom
- Other teaching activities in consultation with the DRTPC

3.3. Evaluation of Scholarly and Creative Activity

To achieve tenure, Plant Science faculty are required to complete 6 number of “A” scholarly activities and 14 additional “A” or “B” scholarly activities. Two of the “A” activities completed for tenure must include two (2) peer-review publications in a peer-reviewed journal, textbook chapter, or other form of publication. If there is an untraditional form of publication, demonstration of peer-review to the committee may be required. These publications can include work completed as part of your dissertation or work completed prior to starting your position.

To achieve full professor, Plant Science faculty are required during the time of review complete 6 number of “A” scholarly activities and 19 additional “A” or “B” scholarly OR service activities. Two of the “A” activities completed for tenure must include two (2) peer-review publications in a peer-reviewed journal, textbook chapter, or other form of publication. These publications cannot include work completed as part of your dissertation or prior to starting your position, unless hired at the associate level.

All “A” and “B” activities can be completed multiple times and count toward the number required for tenure and promotion, but the committee values breadth of engagement

across activity types over volume within a single type.

“A” Activities:

- Accepted publication of a paper in a peer-reviewed professional journal during the period under review.
- Accepted publication of a chapter in a peer-reviewed textbook in professional area during the period under review.
- Author or editor of a book/textbook in area of expertise.
- Presentation of a paper or poster at a conference or professional meeting.
- Funding received for a competitive intramural or extramural grant for scholarly research.
- Secure gifts, donations and scholarships from industry or other private donors for scholarly research.
- Organizing a professional conference (workshops/short courses).
- Editorships in scientific, educational, and trade journals.
- Receiving patent or Trademark.
- Curating a digital or physical exhibit of creative work demonstrating original scholarly contribution.
- Serving as the chair of master’s student committee.
- Serving as committee member for doctoral students.
- Serving as an advisor to undergraduate students’ research work such as RSCA, STARS, Project Hatchery, etc. with deliverables (e.g., conference poster presentations, Bronco Scholar Works, etc.)
- Managing a center with tools or space used for on-campus research, including managing personnel, funding, maintenance, etc.
- Scholarly and creative work generated from community engagement, and community-based participatory work such as but not limited to reports, white papers, knowledge translation initiatives (such as podcasts, videos, and educational resources).
- Projects that have received full Institutional Review Board (IRB) approval. Involves scholarly planning, extensive proposal style writing, methodological rigor, and ethical compliance.
- Other A-level scholarly activities with significant time commitment may qualify in consultation with the DRTPC.

“B” Activities:

- Consulting with industry, business, or government agencies in area of expertise.
- Attendance at professional meetings at international, national, state levels.
- Development and submission of competitive grant/contract proposals.
Development of a digital resource for instructional or outreach purposes.
- Publications in newspapers, magazines, non-peer reviewed conference proceedings, or trade journals in area of expertise.
- Interview for media outlet. Includes print, video, posts, or podcast.
- Serve as a reviewer for grant proposals and manuscript in professional journals
- Conducting a seminar, workshop, or invited lecture.
- Serving as a committee member for master student within the university
- Serving as an expert witness for legal matters in the area of expertise
- Integration of scholarly research in the classroom (e.g., Course Based Undergraduate Research (CURE))
- Receiving an award or comparable status from a professional society (e.g., recognition of research or excellence in the profession)
- Earning a certification, license, or credential in a field relevant to one's professional practice.
- Other B-level scholarly activities with significant time commitment may qualify in consultation with the DRTPC.

3.4. Evaluation of University and Community Service

To achieve tenure, Plant Science faculty are required during time of review to complete 3 “A” service activities and 5 additional “A” or “B” service activities.

To achieve full professor, Plant Science faculty are required during the time of review complete 3 “A” service activities and 19 additional “A” or “B” scholarly OR service activities.

All “A” and “B” activities can be completed multiple times and count toward the number required for tenure and promotion, but the committee values breadth of engagement across activity types over volume within a single type.

“A” Activities:

- Participation in university or academic senate committees that require significant time commitment and contribute to the university through such activities as academic program revisions, academic program assessment, strategic planning, curriculum development, etc.

- Serving as chair of a college, university, or department committee and/or activity that leads to outcomes of value to the college or university.
- Serving as Director, Co-Director, Lead, Chair, or Manager of a campus center, institute, or major initiative
- Serving as faculty advisor for a national competition team that requires significant time commitment (such as Turf Bowl, National Collegiate Landscape Competition, etc.)
- Serving as an academic senator.
- Receiving an outstanding advisor award.
- Appointment to department chair.

“B” activities:

- Successful establishment of an on-going multi-student undergraduate or graduate internship.
 - Participation in college or department committee regarding academic program revisions, academic program assessment, strategic planning, curriculum development, etc.
 - Each year of service as an officer, active member of the board of directors, or administrative committee of a professional, industry or commodity organization or foundation.
 - Serving as advisor of an active student club
 - Development of student recruitment materials such as brochures, videos, presentations, web sites and displays that were adopted for use by the department.
 - Speaking engagements for community groups, which relate to the faculty member’s disciplinary expertise.
 - Recruitment activities such as speaking in high school or community college career days.
 - Judging for university, community or K-12 events.
 - Active participation in community service organizations related to the area of expertise.
 - Serving on advisory committees, e.g. community college, high school, or other educational, professional and community institutions or organizations where contributions are made to curricular and program development.
 - Membership in professional organizations related to their area of teaching.
- Attendance (in-person or online) and demonstrated participation at professional meetings at international, national, state or local levels.
- Serving as a minor advisor.

- Establishing a new student scholarship with the community group or with an individual.
- Serving as scholarship liaison to an industry or community group that provides a student scholarship.

3.5. Evaluation Procedures

In addition to the factors listed above, the individuals' professional relationships with others in the university community, insofar as they affect departmental or university efficiency, will be relevant factors in considering personnel actions.

The DRTPC will meet to discuss and evaluate the candidate's performance based on the criteria described in this document. The committee will review all pertinent material submitted by the candidate and other approved sources and make its recommendations in accordance with the university RTP procedures. The DRTPC will evaluate whether the candidate is making successful progress toward satisfying the criteria for tenure. The committee will consider how the candidate met suggestions for improvements made by DRTPC in previous cycles. The committee will also consider progress made on goals and objectives as outlined by the candidate's PDP plan. A simple majority of the DRTPC must agree that the candidate has met all the criteria for the requested RTP action(s).

3.6. Criteria for Reappointment

For all candidates who are not yet tenured, the DRTPC will evaluate the progress the candidate is making in satisfying the department RTP criteria for tenure.

During the first year of probationary appointment, the candidate will prepare their PDP for inclusion in the pre-RTP process (Appendix D). See the above section for PDP description.

In subsequent years, in preparation for the reappointment process to years 4, 5, and 6, the PDP will be revisited and refined, as appropriate. The DRTPC will have primary responsibility for the PDP review and may consult with the department chair.

Reappointment means that the candidate is re-applying for the next probationary year. Reappointment beyond the second year is not automatic and must be requested. A candidate successful in obtaining reappointment will be reappointed to the next probationary year. A candidate who is unsuccessful in obtaining reappointment and is currently in their first or second probationary year will be granted termination effective at the end of the current academic year. A candidate who is unsuccessful in obtaining reappointment and is currently in their third, fourth, or fifth probationary year will be granted reappointment for a terminal year. A probationary faculty member must apply for reappointment during an RTP cycle if the previous reappointment letter (or initial appointment letter) specifies that the term of (re)appointment expires at the end of the current academic year. The only exception is the case of a probationary faculty member in the sixth probationary year, who must apply for tenure.

Candidates will be evaluated for reappointment in the following areas/outcome measures:

1. **Evaluation of Teaching:** Success in teaching performance will be the primary basis for evaluation. Such evaluation is the responsibility of the candidate and DRTPC and will utilize the following evidence according to the procedures outlined in Policy Nos. 1328 and 1329. It will include student evaluations of teaching; peer reviews; signed letters from students; discussion of Additional Teaching Activities, and the candidate's self-assessment using the Teaching Evaluation Guidelines in Appendix C. In student evaluations, average individual question scores below 2.75 or peer evaluation ratings below "Good" should be discussed, and a plan of action for improvement should be developed if needed.
2. **Evaluation of Scholarly Activity:** The DRTPC shall evaluate the quality of scholarly and creative activity. Candidates should include self-assessment of progress toward activities A and B, including peer-review publication requirements. This number should increase over time.
3. **Evaluation of Service Activity:** The DRTPC shall evaluate the progress toward the service tenure requirement. Candidate will include self-assessment of progress toward A and B activities required for tenure. This value should increase over time.

3.7. Criteria for Tenure

Tenure is the status conferred on the candidate by the university that grants continuous, automatic reappointment, with some limitations. Tenure is requested at the beginning of the sixth probationary year or earlier if the candidate seeks early tenure. The request for promotion to Associate Professor will be considered only if the candidate has served three years in rank of Assistant Professor.

Candidates successful in obtaining tenure will be reappointed with tenure the following year. Tenure shall be effective at the beginning of the academic year succeeding in the year in which tenure is awarded. Failure to obtain tenure at the end of the sixth probationary year results in the granting of reappointment to terminal year.

If hired at an associate level without tenure, the candidate will follow the same reappointment criteria and timeline as other probationary faculty. The period of review begins at the date of initial appointment. The DRTPC will consider the candidate's prior record as context but will focus on work initiated or conducted at Cal Poly Pomona. All other criteria for teaching, scholarly, and service apply as stated below.

Candidates for tenure will be evaluated in the following areas:

1. **Evaluation of Teaching:** Success in teaching performance will be the primary basis for evaluation. Such evaluation is the responsibility of the candidate and DRTPC and will utilize the following evidence according to the procedures in Section III. It will include student evaluations of teaching, peer-evaluation of teaching, and demonstration of achieving of 3 additional teaching activities listed in section III. Individual question scores on student evaluations that average below 2.75, or peer evaluation ratings below "Good", should be explained by the candidate, and a plan for improvement should be addressed.
2. **Evaluation of Scholarly Activity:** To achieve tenure, Plant Science faculty are required to complete 6 "A" scholarly activities and 14 "A" or "B" scholarly

activities. Two of the “A” activities completed for tenure must include two (2) peer-review publications in a peer-reviewed journal, textbook chapter, or other form of publication (See Section II for A and B Activities). DRTPC may consider circumstances where these values are not met due to extraordinary circumstances.

3. **Evaluation of Service:** To achieve tenure, Plant Science faculty are required during time of review to complete 3 “A” service activities and 5 “A” or “B” service activities (See Section II for A and B Activities). Candidates should discuss their individual contributions to the achievements made through these activities. DRTPC may consider circumstances where these values are not met due to extraordinary circumstances.

3.8. Criteria for Promotion to Professor

The request for promotion to Professor will be considered only if the candidate has served four years in rank of Associate Professor. The candidate may apply at the beginning of the fourth year. Furthermore, promotion to Professor is only possible if the faculty member is tenured or is granted tenure at the time of promotion.

Candidates for promotion to professor will be evaluated in the following areas:

1. **Evaluation of Teaching:** Success in teaching performance will be the primary basis for evaluation. Such evaluation is the responsibility of the candidate and DRTPC and will utilize the following evidence according to the procedures in Section III. It will include student evaluations of teaching, peer-evaluation of teaching, and demonstration of achieving of 3 additional teaching activities listed in section III. Individual question scores on student evaluations that average below 2.75, or peer evaluation ratings below “Good”, should be explained by the candidate, and a plan for improvement should be addressed.
2. **Evaluation of Scholarly Activity:** To achieve promotion, Plant Science faculty are required to complete 6 “A” scholarly activities (See Section II for A and B Activities). Two of the “A” activities completed for promotion must include two (2) peer-review publication in a peer-reviewed journal, textbook chapter, or other form of publication. The DRTPC may consider circumstances where these values are not met due to extraordinary circumstances, such as service department chair.
3. **Evaluation of Service:** To achieve promotion, Plant Science faculty are required during time of review to complete 3 “A” service activities (See Section II for A and B Activities). Candidates should discuss their individual contributions to the achievements made through these activities. The DRTPC may consider circumstances where these values are not met due to extraordinary circumstances.
4. **Additional A and B Activities:** In addition to the required “A” activities in service and scholarly, candidates must also active 19 additional “A” or “B” activities in either scholarly OR service.

3.9. Criteria for Early Tenure

A candidate may, upon application and with a positive recommendation from their

department be considered for early tenure. A positive recommendation from the department or equivalent unit is not required for consideration for early tenure. A request for early tenure is never obligatory. Request for early tenure must be initiated by the candidate and follow the regular RTP procedures. Policy No. 1328 of the University Manual requires that an applicant for early tenure must have completed three years of full-time service at Cal Poly Pomona before the effective date of early tenure. Furthermore, Policy No 1328 states that criteria for early action shall place emphasis on teaching and shall require exceptional performance or extraordinary qualifications regarding scholarly and creative activities, and service to the university and profession.

In addition to meeting the criteria established for regular tenure, the candidate shall satisfy:

1. **Additional Teaching Activity:** An additional 2 Additional Teaching Activities. Individual question scores on student evaluations >3.25, or peer evaluation ratings > "Good".
2. **Additional Scholarly Activity:** 3 more "A" and 3 more "B" activities.
3. **Additional Service Activity:** 1 more "A" and 2 more "B" activities.

3.10. Criteria for Early Promotion to Professor

A request for early promotion to Professor is never obligatory. Requests for early promotion must be initiated by the candidate and follow the regular RTP procedures. Criteria for early action shall place emphasis on teaching and shall require exceptional performance or extraordinary qualifications regarding scholarly and creative activities, and service to the university and profession. DRTPC recommendations shall include material relating specifically to the approved department RTP criteria.

In addition to meeting the criteria established for regular promotion to professor, the candidate shall satisfy:

1. **Additional Teaching Activity:** An additional 2 Additional Teaching Activities. Individual question scores on student evaluations >3.25, or peer evaluation ratings > "Good".
2. **Additional Scholarly Activity:** 3 more "A" activity.
3. **Additional Service Activity:** 1 more "A" activity.
4. **Additional Service or Scholarly Activity:** 5 more "A" or "B" scholarly OR service.

Section IV. Appendix A – Instructional Assessment Form

Please Rate your level of agreement with each of the following statements

1: Strongly Disagree 2: Disagree 3: Neither Agree nor Disagree 4: Agree 5: Strongly Agree

1. I understood what knowledge and/or skills I was expected to master in order to succeed in this course.
2. To me, course content seemed well organized in Canvas or other class platforms. (If applicable)
3. To me, synchronous class sessions seemed well organized. (If applicable)
4. To me, asynchronous class sessions seemed well organized. (If applicable)
5. The time I spent on class activities contributed positively to my understanding of the course material.
6. I felt welcome to seek help and advice from the instructor.
7. I gained awareness of the relevance and importance of the course material.
8. I found course materials, activities, and assignments contributed to learning success.
9. The grading criteria for this class were clear to me.
10. The class atmosphere supported my learning.
11. When I sought help from the instructor (by phone, e-mail, or synchronous office hours), I received it.
12. The help I received from the instructor was useful to my learning.

Section V. Appendix B – Peer Evaluation Form

	Professor Evaluated:	Evaluator:				Date:	
Performance	N/A	Very Good	Good	Satisfactory	Poor	Very Poor	
The professor is knowledgeable about the course's subject matter.							
The professor is enthusiastic about the course's subject matter.							
The professor's communication is respectful, welcoming, and supportive of students with diverse needs and concerns							
The professor presents timely, accurate information from appropriate professional sources.							
The professor presents information in an organized and clear manner							
The professor clearly state learning outcomes at the start of the class, activity, or module							
The professor makes use of a variety of teaching pedagogies such as technology, case studies, and small group activities.							
The professor presents diverse points of view, if applicable							
The professor provides opportunities for student participation encourage engagement with the course content, instructor, and/or peers.							
The professor asks and answers student questions in an accurate, respectful manner							
The professor met and dismissed the class on time.							
The professor's posted lecture videos have clear audio, visuals, and captions, if applicable							
The professors course materials meet accessibility standards							
Syllabus, Assignments, and Grading							
The professor's syllabus includes clear student learning outcomes							
The professor's syllabus uses clear, detailed language							
The professor's syllabus includes criteria required by CPP policy ¹							

The professor's exams/graded assignments reflect presented course material						
The professor's exams/graded assignments support meeting student learning outcomes						
The professor clearly identifies expectations of student performance in graded assignments						

Instructions to Evaluator: Please elaborate on your assessment of the professor's performance. Discuss their strengths and give suggestions, where possible, for enhancing teaching effectiveness. Your analysis should be specific, detailed and supported by examples and/or other data. Provide attachments if necessary.

Signature of Evaluator

Date

I have received and read this evaluation.

Signature of Professor Evaluated

Date

¹<https://www.cpp.edu/cafe/teaching-and-learning/syllabus-resources/syllabus-checklist.shtml>

Section VI. Appendix C – Teaching Evaluation Guidelines

Major Components of Teaching Evaluation	Outcome	Possible Ways to Assess Attainment of Outcome
Content	Demonstrated subject matter comprehension and current knowledge	• Evidence of short course, training or certification completion • In-class peer review • Recognized expert in field • Student feedback
	Up-to-date course content	• Peer review • Demonstrated changes/improvements over time (examples provided) • Effective use of guest lecturers and outside experts • Field trips to innovative companies or agencies
	Contemporary and appropriate texts, readings, software, etc.	• Peer review of text/readings quality and currency • Student feedback on value • Demonstrated changes or updates over time
	Correlation of theory with practice (learn by doing)	• Evidence of problem-solving and critical thinking demonstrated in exams or assignments
	Quality of support materials (study guides, Blackboard web pages, etc.)	• Peer review of clarity and quality of materials • Student feedback on value
	Significant course development or innovation	• Evidence of new course development (i.e. new course proposal) or significant changes • Evidence of new/different or innovative approach to current course

		Evidence of development of critical thinking, oral presentation, and writing skills
Course Organization and Management	Designing, sequencing, and presenting experiences to facilitate learning	Syllabus with objectives, learning outcomes, schedule, grading policies, assignment/exam dates, field trip dates & other information
	Organized presentation, lab, discussion or other activity	- Student feedback - Student perception
	Appropriate assessment of student performance	- Evidence of rigor and problem-solving expectations in exams and assignments - Timely feedback to students on graded assignments/tests - Clarity in explaining grading policies - Use of Classroom Assessment Techniques
Delivery	Human interactive skills to promote/facilitate learning - Enthusiasm - Effective communication - Clear and organized - Motivating - Intellectually challenging - Engaging students in active learning - Soliciting and responding to feedback from students - Effectiveness of student consultations (outside class) - Appropriateness of teaching techniques - Responsiveness to student questions	- Peer review - Student evaluations - Participation in teaching enhancement activities through Faculty Center or other avenues - Relevance of instruction to stated course objectives and learning outcomes - Use of Classroom Assessment Techniques

Section VII. Appendix D – Professional Development Plan Outline

SAMPLE OUTLINE

Dr. Jane Doe
Assistant Professor
Plant Science Department
Professional Development Plan
Fall 20XX to Fall 20XX

During the first year of probationary appointment, the candidate will prepare their PDP for inclusion in the pre-RTP process. The PDP should include short- and long-term goals/objectives on how the faculty member intends to provide substantive contributions to their discipline and how those activities can keep their teaching current and dynamic. Specific goals and milestones should be proposed throughout the probationary period that fulfill the criteria for given RTP actions, with an emphasis on what the faculty member intends to accomplish by the time they are considered for tenure and/or promotion. Those accomplishments should be ambitious and clear.

I. Teaching Activities and Performance

Teaching Philosophy

Long-term goals Short-
term goals

II. Scholarly and Creative

Overall Research Philosophy

Long-term goals

Short-term goals

III. Service

Long-term goals

Short-term goals