DEPARTMENT RTP DOCUMENT
APPROVAL TRACKING RECORD

Department:	COMMUNICATION
Starting Year for Department RTP Document:	2018/19
Intended Length for use of Department RTP Document: (maximum 5 years)	5 years

DEPARTMENT

"This Department RTP Document has been approved by a majority vote of the probationary and tenured faculty in this department."

Dept. Chair: RICHARD KALLAN (Printed Name) [signature] (Signature) 3/28/18 (Date)

DRTPC Chair: JANE BALLINGER (Printed Name) [signature] (Signature) 3/28/18 (Date)

COLLEGE RTP COMMITTEE

"The CRTPC has reviewed this Department RTP Document and makes the following recommendation."

1. ✓ Recommend Approval
2. _____ Recommend Approval, but concerns noted in attached memo.
3. _____ Recommend to DENY Approval (explanation must be attached.)

CRTPC Chair: DANIEL LEWIS (Printed Name) [signature] (Signature) 4/15/18 (Date)

COLLEGE/SCHOOL DEAN

"I have reviewed this Department RTP Document and make the following recommendation."

1. ✓ Recommend Approval
2. _____ Recommend Approval, but concerns noted in attached memo.
3. _____ Recommend to DENY Approval (explanation must be attached.)

Dean/Director: IRIS LEVINE (Printed Name) [signature] (Signature) 5/30/18 (Date)

ACADEMIC AFFAIRS

1. ✓ Approved for the following years 5 years.
2. _____ Not Approved (Explanation attached.)

AVP for Faculty Affairs: Martin Sancho-Madriz (Printed Name) [signature] (Signature) 08.08.18 (Date)

In cases where the Department RTP Document does not conform to the provisions of the Collective Bargaining Agreement or University Policy 1328 (formerly Appendix 16) or Policy 1329 (formerly Appendix 10), those documents take precedence.

DATE: May 15, 2018

TO: Dr. Iris Levine, Dean
College of Letters, Arts, and Social Sciences

FROM: Dr. Daniel Lewis, Chair
College RTP Committee

RE: Review of Communication Department RTP Document Updates

The CRTPC has reviewed the RTP revisions that the conversion to a semester-based system of operations requires. We make the following suggestions:

The paragraph on election of a committee (page 5) refers to "Winter Semester."

Please revise this sentence to reflect that fact that there is no winter semester and return the document to the college dean's office at your earliest convenience. Assuming these changes are made in the document going forward, the CRTP has no other concerns and approves the revised document.

DEPARTMENT OF COMMUNICATION
College of Letters, Arts, and Social Sciences
Cal Poly Pomona

DEPARTMENT REAPPOINTMENT, TENURE, AND PROMOTION CRITERIA DOCUMENT
2018/2019 – 2022/2023

Section I, Introduction

The reappointment, tenure, and promotion process is a critically important faculty responsibility. Reappointment, tenure, and promotion (RTP) is the mechanism by which we ensure the success of our faculty and thereby ensure educational quality for our students. Although 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 Reappointment, Tenure, and Promotion 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), Policy No: 1328 (formerly Appendix 16), and Policy No: 1329 (formerly Appendix 10) 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 CBA requires that a tenure-track faculty member be provided a copy of the Department RTP Criteria Document within two weeks of the start of his or her 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 Reappointment, Tenure, and Promotion Criteria Document is to articulate clearly what the department expects of its faculty members and, in particular, what they must achieve 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 the mission, vision, goals, and accreditation standards of both the department and the college. 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.

I.1 Definitions: Policy No: 1328 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. 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 participate on reappointment cases *only*—and may not participate in promotion or tenure recommendations.
c. **Criteria** are the expectations articulated in the Department Reappointment, Tenure, and Promotion Criteria Document and in Policy No: 1328. Criteria define what a candidate must achieve 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/her designee.
d. A **probationary year** of service includes the Fall and Spring Semesters of an academic year. The first probationary year begins with the first Fall Semester 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 he or she applies for tenure. Once tenured, the faculty member is **eligible to apply 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 accomplishment, and shall require exceptional performance or extraordinary qualifications with regard to professional activities and university service.
h. **Student evaluation of teaching** is governed by Policy No: 1329 and the CBA.
i. **Peer evaluation of teaching** is the responsibility of the Department RTP Committee and includes a classroom visit, review of course syllabus and 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. **"Procedures and policies"** refers to such things as the number of classes evaluated, the number of peer reviews, and the format for the self-evaluation report.
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.

I.2 Department Philosophy: From here to its conclusion, this document represents the position of the Department of Communication, in compliance with University Policy/Procedures and the current Unit 3 CBA.

We believe that the RTP process should help clarify expectations, create mentoring relationships between new and senior faculty (thereby building trust and helping candidates achieve success), and strengthen the department's programs. As a department-wide dialogue, the RTP process should also engage our thinking about the meaning and application of standards; the wide-ranging forms

and implications of accountability measures; and the kinds of professional growth that benefit faculty, students, and all involved in our many outreach efforts.

Each faculty member (part-time or full-time) must have a minimum of a master's degree in a discipline related to the communication field before receiving an appointment. Candidates with Ph.D. degrees will be strongly preferred. If the department recommends a candidate without the Ph.D. for a probationary (tenure-track) position, the department must request in its appointment recommendation that any additional degree requirements for tenure be included in the letter of appointment.

The ideal faculty member in the Communication Department should possess the appropriate terminal degree or appropriate related experience. The ideal faculty member should be an excellent teacher, should engage in research and make that research available to colleagues in the discipline, should help direct the course of the department and the university, should work actively with students, should continually upgrade knowledge and skills, and should contribute his/her expertise to his/her discipline and community.

However, we recognize that this is a difficult ideal to attain, and often may be achieved only after years of professional dedication and service. The document that follows attempts to provide the means by which the department may judge if the candidate is making sufficient progress toward this ideal to warrant reappointment, tenure, or promotion. Probationary faculty members in particular are evaluated with respect to their progress towards satisfying criteria for tenure.

Teaching is the most essential criterion in all RTP decisions. "Good" to "very good" teaching is viewed as a necessary prerequisite for reappointment, tenure, and promotion. Any candidate who receives an evaluation from the committee that indicates that the candidate's teaching is less than "good" to "very good" cannot receive a positive recommendation from the DRTPC.

In addition, it is imperative that all candidates demonstrate a record of continued professional growth and productivity.

I.2.2 Teaching Effectiveness (45%): It is expected that all tenure track faculty will continually enhance and improve their teaching with respect to our particular population at Cal Poly Pomona. This progress can be evidenced in a number of ways. For example, student evaluations are helpful, but the department does not consider them the sole indicator of teaching ability. In the words of Policy No: 1329:

- "The department faculty is best prepared to judge the quality of teaching by peers."
- "The department should be given the maximum possible latitude in collecting, assessing and reporting available information on teaching performance consistent with this policy."

Intent to improve teaching ability can be demonstrated by a faculty member's taking advantage of the Faculty Center for Professional Development workshops and programs, participating in CSU workshops and conferences on teaching and learning, reading and deriving pedagogy from books and articles on working with particular segments of Cal Poly Pomona's population, and consulting with colleagues, both within and outside of the department and university. Other evidence of progress in developing one's teaching includes syllabi, examinations, writing assignments, student

papers to which the candidate has crafted responses, and teaching portfolios. Because student learning is an obvious component of teaching effectiveness, it is expected that assessment of learning be discussed, including the implications those assessments have for pedagogy. As an individual's expertise increases, teaching ability might be demonstrated by mentoring and guiding less experienced teachers; by *making* rather than simply attending presentations at Cal Poly Pomona, in the CSU, or at professional conferences; or by critiquing the teaching of others. Technology is also an important part of teaching when its integration into the classroom and academic community adds to students' critical understanding and abilities. In addition, when assessing teaching effectiveness, we place great value on a faculty member's commitment as an academic advisor (by which we mean advising that helps students with academic policies, curricula, probationary contracts, transfer cases, and other petitions).

Additionally, the candidate may include extra-curricular activities as evidence of enhancing student learning. These activities include mentoring, tutoring, advising a club, supervising production of student/community publications, directing senior projects, organizing student events, or otherwise helping to create an intellectual community for students.

I.2.3 Scholarly Work (40%): This category includes any, or any combination of, the following: publications (e.g., scholarly books, refereed journal articles, textbooks, chapters in books, articles in professional journals, published creative works, grant proposals (including highly rated but non-funded proposals), and conference presentations. The department believes that refereed publications represent more significant scholarly contributions than non-refereed publications. We recognize the changes occurring in the academy and in our own university; therefore, in the spirit of work by Ernest L. Boyer as presented in the prologue of *Scholarship Assessed: Evaluation of the Professoriate* (Jossey-Bass, 1997), we recognize the definition of scholarship to include not only the scholarship of *discovery*, the type of traditional scholarship that involves original research, but other types of scholarship as well. The academy, as Boyer points out, "holds no tenet in higher regard than [discovery:] the pursuit of knowledge for its own sake, a fierce determination to give free rein to fair and honest inquiry, wherever it may lead." At the same time, however, Boyer makes a compelling argument that the academy needs a new paradigm for scholarship, "a fresher, more capacious vision" that would also include the scholarship of *integration*, which "involves faculty members in overcoming the isolation and fragmentation of the disciplines. Often integrative scholarship educates non-specialists by giving meaning to isolated facts and putting them in perspective." This type of scholarship could include textbooks or articles/books aimed at the educated layperson rather than a select group within one's discipline. A third type of scholarship, the scholarship of *application*, attempts to apply knowledge to "consequential problems" in the university or in the larger society. The last type of scholarship in Boyer's paradigm is the scholarship of *teaching*, which we, as part of a teaching university, count as legitimate scholarly work.

I.2.4 Service (15%): This includes service to the department, college, university, and community, as well as professional service to the candidate's academic discipline. It includes active membership on department, college, university, and senate committees, service to the community at large, and service to our various academic disciplines by editing professional journals, serving in leadership positions, serving on editorial advisory boards, acting as a referee for academic journals, or organizing conferences. Candidates are expected, in time, to assume leadership roles, which could mean developing an external funding program, extending or improving departmental outreach, serving in a leadership capacity in the department (as department chair, for example), chairing a

college or university committee, or serving in the Academic Senate or on any of its committees. Making oneself available as a resource (such as providing technological expertise to the department, college, or university) is also a valued form of service.

1.2.5 Faculty Mentoring: To better support the candidates through the RTP process, the Department Chair in consultation with the DRTPC chair shall establish a Faculty Development Plan for each candidate during the first year of teaching (preferably during Fall Semester). This will consist of a detailed statement of objectives outlining the candidate's plan for fulfilling criteria for teaching effectiveness, scholarly contributions, and campus/community/professional service. This plan may include, but is not limited to, regular meetings with the department chair or DRTPC chair; informal class visitations by senior faculty to help direct teaching activities and development; additional peer observations; suggestions to attend specific CSU or Cal Poly workshops or conferences on teaching and learning, advising, or assessment; directed guidance to help each candidate understand his/her department responsibilities; helping with RTP packages; and assisting with other activities as deemed appropriate by the department chair and DRTPC chair.

Section II, Procedures

II.1: What follows is in compliance with Policy No: 1328, which describes university-wide RTP procedures that departmental procedures cannot violate.

II.2 Department RTP Procedures: In this section, the department's procedures for electing the DRTPC (during Spring Semester) will be detailed, as well as the role of the chair in the RTP process.

II.2.a Selection of the DRTP Committee: The DRTPC shall consist of full-time tenured members of the department elected by probationary and tenured faculty. Tenured faculty members who are candidates for promotion may sit on DRTPC, but may participate in reappointment actions *only* (see I.1.b).

The department shall elect no fewer than three members to serve on the DRTPC. The Department Chair will prepare a separate evaluation of the RTP candidates. A committee member who will be on leave for one semester may be elected provided a replacement is elected by the department before the leave commences; faculty who will be on leave for more than one semester should not accept election for that time period.

The election of the committee shall be conducted annually by secret ballot before the end of the Spring Semester of the school year preceding the given RTP cycle; election shall be by a majority vote of the probationary and tenured faculty members of the department. The DRTPC shall elect one of its members as committee chair.

The DRTPC chair's duties include the following:

Fall Semester:

- Ensuring that candidates have the information they need, including information about what actions they must/may apply for, information they need to prepare requests, and department criteria

- Ensuring that the provisions of the DRTP document, Policy No: 1328, and Policy No: 1329 are carried out
- Assisting candidates in understanding expectations and preparing their packages
- Informing Academic Planning, Policy, and Faculty Affairs of requests
- Ensuring that packages are complete
- Acting as the official custodian of the RTP package for the period between the submission of the package to the DRTPC by the candidate and the forwarding of the package to the Dean's office
- Authorizing any additions to the package or any changes in the content of the package
- Notifying the appropriate parties of any additions or changes
- Reviewing the department's recommendation with each candidate

Throughout the year:

- Scheduling peer evaluations (and ensuring they are conducted) for all faculty members who will be candidates for RTP action in the future
- Ensuring that reports are provided to candidates within two weeks of the classroom visit

II.3 Student Evaluation of Teaching: It is both a CBA requirement and a Communication Department requirement that all classes taught by all Communication faculty be student evaluated every semester. This applies to all candidates eligible for RTP actions, as well as to all tenured faculty. The teacher of record cannot personally administer this evaluation process but must designate someone—a colleague, administrative personnel, or a responsible student—to do so. A copy of the quantitative summary of each course evaluated (a computer printout that instructors receive a few weeks after the evaluation) must be included in the candidate's RTP packet. Analysis by the candidate and the DRTPC must accompany descriptions of results.

The DRTPC will be responsible for posting notices that solicit written comments from students. For a two-week period, these notices will be displayed outside classrooms, indicating the candidates under review, deadlines, and any other pertinent information.

II.4 Peer Evaluation of Teaching: For all candidates eligible for RTP actions, Policy No: 1328 requires two peer observations per year; peer evaluations will be conducted in accordance with such policy. At the beginning of the academic year, the DRTPC will make a copy of this section available to all tenured and tenure-track faculty colleagues. A minimum of two peer evaluations shall be conducted in each academic year. Scheduled by the DRTPC in consultation with candidates and reviewers, peer evaluations shall reflect, to the degree possible, the breadth of courses that the candidate teaches. Anyone being observed for a peer evaluation will have five days' notice that the class observation is going to occur, and there should be consultation between the faculty member being evaluated and the evaluator. Each peer review shall be conducted by a colleague of senior academic rank (associate professor or professor) and shall include a classroom visit and a review of course syllabi and related material. Within two weeks of the classroom visit, the report should be given to the candidate and filed with the DRTPC chair.

II.5 Leaves and Other Changes to Tenure Timetable: The following applies to candidates who are serving in administrative positions or performing administrative duties, serving in positions of academic governance, or on leave.

II.5.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.

II.5.b Candidates 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 candidate and the DRTPC shall commit to writing, in light of the special circumstances, (a) an interpretation of the departmental criteria and (b) a statement that specifies expectations and outcomes. This memorandum of understanding shall be approved by the dean and Associate Vice President for Academic Planning, Policy, and Faculty Affairs.

II.6 Candidates' Additional Responsibilities: Candidates are required to assemble an RTP package that makes the case for the requested action. To prepare the RTP package, candidates are encouraged to attend university-sponsored workshops and seek the counsel of the DRTPC.

II.6.1 Self Evaluation: Candidates must include a self-evaluation which explicitly addresses the department's criteria for the action(s) requested. The following structure will help make such reference explicit:

- Discussion of teaching performance—includes analysis of student and peer evaluations, explanation of activities related to student advising and/or mentoring, and discussion of any outcomes-assessment measures to demonstrate teaching effectiveness
- Discussion of scholarly activities—includes specific citation of all peer-reviewed publications, dates of attendance at professional meetings, and all duties/assignments in professional organizations; and explanation of work in progress and ongoing activities
- Discussion of service to the university, college, department, and community—includes specific citation of committee assignments and duties, assistance in a professional capacity to any group, etc.; response to any problems/deficiencies pointed out in previous evaluations of service (steps taken, progress made)
- Discussion of short-term and long-term goals in all areas of evaluation—includes brief discussion of why goals are appropriate (i.e., candidates' goals are related not only to their own interests, strengths, responsibilities, and career aspirations but also to the department's, college's, and university's goals and mission) and of how these goals will be met
- Discussion of progress made on goals established in previous year's self-evaluation, with such progress connected clearly and reasonably to the current year's self-evaluation

Section III, Criteria for RTP Action

III.1 Elements of Performance and Evaluation: (a) teaching effectiveness, (b) scholarly work, and (c) service. Although approval of RTP requests will require that the criteria in all three areas be addressed—and, where specifically quantified, satisfied—the unlikelihood of performance being equally strong in all areas is understood. Striving for effective performance in all areas, the candidate should call attention to areas of special strength while demonstrating fulfillment of the mandated criteria. As well, the candidate should situate the evidence of teaching effectiveness in a context of pedagogical development and experimentation; new courses (including courses taught for the first time, interdisciplinary courses, and courses the faculty member takes on as a service to the department or university), technological and procedural innovations, and attempts to integrate the

most current scholarship. The department regards these activities as an invaluable part not only of teaching effectiveness but also of the department's mission.

III.1.a Expectations for Documentation of Performance: In its evaluation of the candidate, the DRTPC shall take into account information from the following sources:

- Summaries and interpretations of students' scored evaluations
- Summaries and interpretations of peer evaluations of teaching performance
- Self-evaluation of candidate's progress with respect to his/her Faculty Development Plan covering performance in teaching, scholarship, and service
- Signed material (to be added to candidate's RTP package) received from other faculty, referees/editors for academic journals and presses, administrators, and students
- Material requested from candidate by committee (e.g., requests for clarification of, corrections to, and augmentations of any aspect of RTP package)
- Other written material, identified by source, submitted to the committee before the closing date

III.2 Criteria for Reappointment: To be reappointed, a candidate must provide evidence (see III.1.a, above) of making steady progress toward meeting the criteria for promotion to associate professor (III.4, below) and tenure (III.3, below) or if hired at the associate professor level, for professor (III.5, below) and tenure (III.3, below). "Steady progress" can be demonstrated by evidence of student and peer evaluations, submission of scholarly work (including referees' reports), conference and other professional activity, participation on committees and in student-involvement areas, and criteria-referenced plans that are also responsive to the DRTPC's and Dean's suggestions. As candidates move closer to tenure, the more concretely they should be able to show how they have made good on their plans to satisfy the criteria.

III.3 Criteria for Tenure: 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**.

The candidate for tenure must satisfy criteria a-c listed below.

III.3.a Teaching Effectiveness (45%): The three most salient measures of teaching effectiveness are student evaluations of teaching, peer reviews, and academic advising:

- Student evaluations of teaching, *for reappointment*: An average score of "good" to "very good" (or evidence of progress toward this average score) on all scored items appearing in student evaluations conducted over the previous academic year.

  Student evaluations of teaching, *for tenure and promotion*: A cumulative average score of "good" to "very good" on all scored items appearing in student evaluations conducted over the review period.

  The DRTPC will carefully consider evidence of improvement in existing courses; accounts of how the faculty member plans to respond (as well as reports on how the faculty member did respond) to less-than-positive evaluations of teaching; accounts that provide contexts for evaluations (whether positive or negative) of teaching; the development of new courses; currency in the discipline; and the development of appropriate

creative approaches and applications of technology. The department believes in teacher education and its goal is to model good teaching.

- Peer reviews that attest to quality teaching. Peer evaluations provide insight into and amplification of the evaluations made by students. Candidates will be expected to respond to less-than-positive peer reviews.
- Quality academic advising of students.

Other indicators of teaching effectiveness may include the following:

- Mentoring students on academic (senior projects, research, special projects) and/or professional matters
- Developing new courses and new curriculum
- Revising courses and curriculum to meet the changing needs of students
- Participating in workshops that enhance teaching strategies and skills
- Giving presentations on teaching and conducting workshops on teaching strategies and skills
- Teaching interdisciplinary courses
- Participating in multicultural/international/diversity activities
- Assessing learning outcomes
- Integrating technology and other innovations into the classroom
- Developing service-learning courses and activities
- Demonstrating knowledge of subject matter in one's specialty, skill in organizing material forcefully and logically, currency of course content, and ability to stimulate and inspire a high level of student accomplishment
- Using various and innovative teaching methods and aids
- Participating in workshops to improve course materials, to enhance command of subject matter, and to prepare for the teaching of new courses
- Seeking opportunities to assist and participate in student-oriented activities
- Assisting students in their extra-curricular projects and activities
- Promoting student scholarships, service learning, industry contacts, and professional opportunities for students
- Supervising or otherwise significantly assisting in student activities

III.3.b Scholarly Work (40%): Candidates must achieve an ongoing record of significant scholarly publication. The specific number of publications that collectively constitute "significance" will vary depending on three factors:

- The category of publication. University and academic books, for example, will usually be rated higher than textbooks, which will be rated higher than trade books, whereas refereed articles will usually be counted more than book chapters.
- The stature of the publication within its category. National publications, for example, will usually be rated higher than regional or more localized publications. Candidates, however, may also establish the quality of their publications by introducing such external evidence as reviews, citations, and awards/ honors received by the publication.
- The significance of the candidate's contribution to the publication. Generally, this will be determined by the candidate's name placement within the publication's listing of authors.

Other noteworthy scholarly activity that might be considered would include the following:

- Participation at academic and professional conferences, including, for example, presenting papers, chairing panels, and serving as a panel respondent
- Securing external and internal grants
- Sharing discipline-based knowledge with the larger campus and community populations through various consultancies, presentations, workshops, and seminars
- Receiving scholarly awards and honors, including election to honor societies

III.3.c Service (15%): During the evaluation period, it is expected the candidate will take part in the following kinds of service. The first two bulleted items below are required. Activity in some of the remaining service areas is strongly encouraged.

- **Serving on at least two department committees per year during the evaluation period**
- **Serving on at least one college-level or university-level committee during the evaluation period**
- Serving on, and contributing to, departmental, college and university committees
- Contributing to departmental program development
- Contributing to departmental curriculum development, evaluation of department performance, and recruitment and evaluation of personnel
- Serving on the Academic Senate
- Contributing to accreditation efforts
- Contributing to system-wide initiatives
- Volunteering for special assignments
- Serving as a community liaison; engaging in community outreach activities; and participating in community service learning activities
- Improving teaching experience by working on projects or consultancies outside the university
- Exhibiting initiative in helping the university reach its advancement and student recruitment goals
- Overseeing departmental laboratory equipment
- Supervising staff and paid student personnel; recruiting students; and maintaining the physical plant
- Professional service to one's discipline, such as performing a leadership or organizational role for an academic association; serving as editor, on the editorial board, or as a referee for a scholarly journal; and judging competitive papers for an academic conference.

III.4 Criteria for Promotion to Associate Professor: A faculty member is **eligible to apply for the first promotion** at the time he or she applies 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**. Because promotion to associate professor is tied to tenure, the criteria for promotion to associate professor are those for tenure. Therefore, the candidate for promotion to associate professor must satisfy the criteria a-c in III.3 (above).

III.5 Criteria for Promotion to Professor: Promotion to professor requires tenure or the

simultaneous award of tenure.

The candidate for promotion to professor must satisfy criteria "a-c" listed below.

III.5.a Teaching Effectiveness (45%): Continued demonstration of effectiveness and professionalism is expected: competency in the classroom, efforts to improve and stay current, and willingness to support fellow teachers in their efforts to improve and stay current. These criteria, then, come with an implied "continued" in front of them. The first three bulleted items below are required.

- **A cumulative average score of "good" to "very good" on all scored items appearing in student evaluations conducted over the review period**
- **Peer reviews that attest to quality teaching**
- **Quality academic advising of students**
- Mentoring students on academic (senior projects, research, special projects) and/or professional matters
- Developing new courses and new curriculum
- Revising courses and curriculum to meet the changing needs of students
- Participating in workshops that enhance teaching strategies and skills
- Giving presentations on teaching and conducting workshops on teaching strategies and skills
- Teaching interdisciplinary courses
- Participating in multicultural/international/diversity activities
- Assessing learning outcomes
- Integrating technology and other innovations into the classroom
- Developing service-learning courses and activities
- Demonstrating knowledge of subject matter in specialty, skill in organizing material forcefully and logically, currency of course content, and ability to stimulate and inspire a high level of student accomplishment
- Using various and innovative teaching methods and aids
- Participating in workshops to improve course materials, to enhance command of subject matter, and to prepare for the teaching of new courses
- Seeking opportunities to assist and participate in student-oriented activities
- Assisting students in their extra-curricular projects and activities
- Promoting student scholarships, service learning, industry contacts, and professional opportunities for students
- Supervising or otherwise significantly assisting in student activities

III.5.b Scholarly Work (40%): For promotion to professor, candidates must continue contributing to their academic discipline. Since being promoted to associate professor, the candidate must demonstrate an ongoing record of significant scholarly publication.

Other noteworthy scholarly activity that might be considered would include the following:

- Participation at academic and professional conferences, including, for example, presenting papers, chairing panels, and serving as a panel respondent
- Securing external and internal grants
- Sharing discipline-based knowledge with the larger campus and community populations

through various consultancies, presentations, workshops, and seminars
- Receiving scholarly awards and honors, including election to honor societies

III.5.c Service (15%): During the evaluation period, it is expected the candidate will take part in the following kinds of service. The first two bulleted items below are required. Activity in some of the remaining service areas is strongly encouraged.

- **Serving on at least two department committees per year during the evaluation period**
- **Serving on at least one college-level or university-level committee during the evaluation period**
- Serving on, and contributing to, departmental, college and university committees
- Contributing to departmental program development
- Contributing to departmental curriculum development, evaluation of department performance, and recruitment and evaluation of personnel
- Serving on the Academic Senate
- Contributing to accreditation efforts
- Contributing to system-wide initiatives
- Volunteering for special assignments
- Serving as a community liaison; engaging in community outreach activities; and participating in community service learning activities
- Improving teaching experience by working on projects or consultancies outside the university
- Exhibiting initiative in helping the university reach its advancement and student recruitment goals
- Overseeing departmental laboratory equipment
- Supervising staff and paid student personnel; recruiting students; and maintaining the physical plant
- Professional service to one's discipline, such as performing a leadership or organizational role for an academic association; serving as editor, on the editorial board, or as a referee for a scholarly journal; and judging competitive papers for an academic conference.

III.6 Criteria for Early Tenure: Policy No: 1328 states: "Requests for early [RTP] actions [such as early tenure and promotion] shall not be considered unless the individual will have completed two 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 with regard to scholarly activities, and service to the University and profession."

Exceptional performance or extraordinary qualifications must be demonstrated by exceeding *all* the specific criteria for tenure and promotion to associate professor, as listed in the department's three areas of performance and evaluation. Performance that exceeds expectations in all three areas might *add* the following:

III.6.1 Teaching Effectiveness:

- "Very good" to "good" performance on all scored items of student evaluations

- Peer reviews that attest to extraordinary teaching performance
- Two or more years of quality academic advising of students
- Significant course and curriculum development
- Significant work in program assessment
- Participation in teaching-related workshops
- Innovative integration of technology in the classroom
- Development of service-learning courses
- Participation at regional and national workshops on teaching
- Significant work as a club advisor (such as helping students organize a major fundraiser or conference)

III.6.2 Scholarly Work:

- An ongoing record of exceptional scholarly publication
- Recipient of external grants

III.6.3 Service:

- Significant leadership roles performed in the department, college, and university
- Significant leadership roles performed in academic organizations
- Editorship of a scholarly journal or a position on the editorial board of a scholarly journal

III.7 Criteria for Early Promotion to Associate Professor: A faculty member will be considered for early promotion only if he or she has demonstrated exceptional performance in all areas. Superior performance is reflected in the following:

III.7.1 Teaching Effectiveness:

- "Very good" to "good" performance on all scored items of student evaluations
- Peer reviews that attest to extraordinary teaching performance
- Two or more years of quality academic advising of students
- Significant course and curriculum development
- Significant work in program assessment
- Participation in teaching-related workshops
- Innovative integration of technology in the classroom
- Development of service-learning courses
- Participation at regional and national workshops on teaching
- Significant work as a club advisor (such as helping students organize a major fundraiser or conference)

III.7.2 Scholarly Work:

- An ongoing record of exceptional scholarly publication
- Recipient of external grants

III.7.3 Service:

- Significant leadership roles performed in the department, college, and university
- Significant leadership roles performed in academic organizations
- Editorship of a scholarly journal or a position on the editorial board of a scholarly

journal

III.8 Criteria for Early Promotion to Professor: Policy No: 1328 states: "Requests for early [RTP] actions [such as early promotion] shall not be considered unless the individual will have completed two 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 with regard to scholarly activities, and service to the university and profession."

Exceptional performance or extraordinary qualifications must be demonstrated by exceeding *all* the specific criteria for promotion to professor, as listed in the department's three areas of performance and evaluation. Performance that exceeds expectations in all three areas might *add* the following:

III.8.1 Teaching Effectiveness:

- "Very good" to "good" performance on all scored items of student evaluations
- Peer reviews that attest to extraordinary teaching performance
- Two or more years of quality academic advising of students
- Significant course and curriculum development
- Significant work in program assessment
- Participation in teaching-related workshops
- Innovative integration of technology in the classroom
- Development of service-learning courses
- Participation at regional and national workshops on teaching
- Significant work as a club advisor (such as helping students organize a major fundraiser or conference)

III.8.2 Scholarly Work:

- An ongoing record of exceptional scholarly publication
- Recipient of external grants

III.8.3 Service:

- Significant leadership roles performed in the department, college, and university
- Significant leadership roles performed in academic organizations
- Editorship of a scholarly journal or a position on the editorial board of a scholarly journal