

**DEPARTMENT RTP DOCUMENT  
APPROVAL TRACKING RECORD**

<b>Department:</b>	History
<b>Starting Year for Department RTP Document:</b>	2018/19
<b>Intended Length for use of Department RTP Document: (maximum 5 years)</b>	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: Eileen V. Wallis [Signature] 3/26/18\_  
Printed Name Signature Date

DRTPC Chair: PAUL R. Arreola [Signature] 3/26/18\_  
Printed Name Signature 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 [Signature] 5/15/18  
Printed Name Signature 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 [Signature] 5/30/18  
Printed Name Signature Date

**ACADEMIC AFFAIRS**

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

AVP for Faculty Affairs: Martin Sancho-Madriz [Signature] 08.10.18  
Printed Name Signature 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 History RTP Document Updates

The CRTPC has reviewed the RTP revisions that the conversion to a semester-based system of operations requires. The CRTPC has no concerns and approves the revised document.

**History Department**

**College of Letters Arts and Social Sciences  
Cal Poly Pomona**

**Retention, Tenure, and Promotion Document  
2018/19-2022/23**

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## **History Department**

### **College of Letters Arts and Social Sciences Cal Poly Pomona**

#### **Retention, Tenure, and Promotion Document 2017/18-2021/22**

#### **Section I. INTRODUCTION**

The reappointment, tenure, and promotion process (RTP) 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 ~~quarter~~university president makes final decisions on reappointment, tenure, and promotion, it is the department faculty who are in the best position to provide clear expectations, create an environment conducive to achieving expectations, and render the most informed recommendations to the president. The Department RTP Criteria Document communicates department expectations and RTP procedures to the department faculty, faculty candidates, the dean, the College RTP Committee, the University RTP Committee, and academic administrators. University policies including the Unit 3 Collective Bargaining Agreement (CBA) and Appendix 10 and Policy No: 1328 (formerly Appendix 16 (hereafter referred to as Appendix 16) define university procedures and expectations. Department documents must supplement and may not conflict with these policies. In the event of discrepancies, the CBA takes first precedence and university policies take second precedence over departmental policies.

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

standards. In other words, they should articulate a model of the department faculty colleague to which the candidate should aspire.

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

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

- a) **Candidate** refers to a faculty member who is under consideration for reappointment, tenure, or promotion action in the current cycle.
- b) **RTP Committee** members must be full-time tenured faculty members. Department RTP (**DRTP**) Committee (~~DRTPC~~) members are elected by the tenured and probationary faculty. A faculty member on professional leave (sabbatical or difference-in-pay) may serve if elected and willing. A tenured faculty member who will be a candidate for promotion may be elected, but may only participate on reappointment cases – may not participate in promotion or tenure recommendations. (see also Appendix 16 section 3.1.
- c) **Criteria** are the expectations articulated in the department RTP criteria document and in Appendix 16. Criteria define what a candidate must achieve in order to be positively recommended for reappointment, tenure, or promotion. Criteria documents contain procedural information as well; however, it is important to distinguish between criteria and rules/procedures. Department RTP Criteria are adopted by a majority vote of the tenured and probationary faculty, submitted to the dean and the College RTP Committee for review and comment, and ultimately approved by the president or his designee. (See also Appendix 16 section 2.1.)
- d) A **probationary year** of service is consecutive Fall, ~~Winter,~~ and Spring quarters semesters of an academic year. The first probationary year begins with the first fall term of appointment.
- e) A faculty member is **eligible to apply for tenure** at the beginning of the sixth probationary year. An application for tenure prior to the sixth probationary year is an application for **early tenure**.
- f) A faculty member is **eligible to apply for the first promotion** at the time they apply for tenure. Once tenured, the faculty member is **eligible for a subsequent promotion** after having served four years in the current rank. Applications for promotion prior to having attained eligibility are applications for **early promotion**.
- g) **Criteria for early actions** shall place emphasis on teaching ability and 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 Appendix 10 of the University Manual 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.
- 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 either 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**

**I.2.1** Reappointment, tenure and promotion policy is one of the most delicate matters in a university community. A system must be provided within the restrictions of the imposed legal framework that will assure that excellence will be rewarded and that every competent and responsible faculty member will have some reasonable hope of advancement. The correct conduct of the RTP procedures provides the assurance that every RTP candidate will be fairly evaluated and that the integrity of the evaluation process is maintained to the highest degree. (Appendix 16:1.1.2)

**I.2.2.** The preliminary phase of the RTP process rests with the faculty and it is a critically important part of their responsibility. In their participation in the search process to select a candidate for a tenure-track position, the faculty selects a candidate who potentially will meet the cumulative standards of this document. Therefore, in the interest of fairness to all applicants, all parties shall approach the process as a positive experience and as collaborators who want to build a strong department, college, and university.

**I.2.3.** Candidates will be evaluated for their performance in three areas: Teaching and advising, Scholarship and creative activity, and Service. A candidate must perform in all three categories to receive a positive recommendation. This document fulfills all requirements for directing candidates to succeed in requesting reappointment, tenure, and promotion in the Department.

**I.2.4.** It is recognized that the RTP process has stages. The achievement of advancement, tenure, and promotion, however, will also come as the result of a candidate's steady growth in the three areas of performance evaluation. Each step in the process follows a timeline set by the University. Candidates must apply for reappointment each probationary year and those who are successful in obtaining reappointment will be reappointed to the next year until tenure, which is normally requested at the beginning of the sixth probationary year (or earlier if early tenure is requested).

**I.2.5. Tenure** [BOLDED] is the status conferred on the candidate by the University, which means continuous, automatic reappointment, with limitation. **Promotion** [BOLDED] means the candidate requests a change in rank commensurate with accomplishments deserving merit and recognition.

## **Section II. Procedures**

**II.1.** Appendix 16 and the University Manual Section 305 describe RTP procedures in complete detail. A summary is provided here.

### **II.2. Department RTP Procedures**

**II.2.1.** The Department RTP Committee (DRTP Committee) is responsible for insuring the integrity of the RTP process within the Department. The committee structure, size and function shall conform to Appendix 16, Section 3.1 and Section 305 of the University Manual.

**II.2.2.** The committee shall consist of full time, tenured faculty members of the Department.

**II.2.3.** The Department Chair, if tenured, serves as a member of the DRTP committee and shall not provide a separate statement for the candidate's RTP package (**on the contents of which, see below**).

**II.2.4.** Faculty on Professional Leave With Pay (sabbatical and difference in pay) may participate in committee activities with the approval of the Associate Vice-President for Faculty Affairs. While participants in the Faculty Early Retirement Program may conduct peer evaluations of candidates, FERP participants may not serve on the DRTP Committee or cast votes in RTP decisions.

**II.2.5.** In promotion considerations, the DRTP Committee members must have higher rank than those being considered for promotion. Tenured candidates being considered for promotion are ineligible for service on any promotion or tenure actions considered by the committee. However, tenured candidates being considered for promotion are eligible for service on any reappointment actions considered by the committee.

**II.2.6.** The committee shall elect a chair who shall be responsible for ensuring that the provisions of the Departmental RTP document and Appendices 10 and 16 of the University Manual, Section 305 are carried out. His or her responsibilities are detailed in Appendix 16: 3.1.K and include the following:

Fall ~~quarter~~semester:

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



- Assists candidates in understanding expectations, preparing **RTP** packages.
- Informs the Dean's Office and Faculty Affairs of requests.
- Ensures that packages are complete.
- Provides the department recommendation to the candidate.

Throughout the year:

- Ensures that peer evaluations are conducted for all faculty members who will be candidates for RTP action in the future. Ensures that reports are provided to candidates in a timely manner.
- Posts requests for signed student statements about candidates' teaching.

### **II.3. Student Evaluation of Teaching**

**II.3.1.** Evaluations by students are an important element to be considered by faculty evaluation committees in assessing the quality of teaching performance of colleagues. There are two avenues by which students may submit their opinions of teaching performance: in-class evaluations and out-of-class evaluation comments. Student evaluation of teaching is set forth in Appendix 10, sections 3.2,3.3 and Appendix 16, section 3.2. A and 3.2 B and the CBA.

**II.3.2.** Candidates shall use the Department's approved Student Evaluation Questionnaire in documenting students' evaluations of their teaching performance and must follow the procedures agreed upon by the Department. Copies of the student evaluation instructions and forms are attached as an appendix to this document.

**II.3.3.** Candidates shall conduct in-class student evaluations for all of their courses during the academic year.- The candidate shall include the results of these evaluations in their RTP package. (CBA 15.15 or as amended)

**II.3.4.** The DRTP Committee Chair shall post on the official History Department Bulletin Board a notice soliciting students' opinions and comments about each candidate's teaching performance. Only signed student statements concerning the candidates' abilities will be accepted from the opening of the Fall ~~quarter~~semester until such time as the DRTP Committee must make its decision and send forward its report. The DRTP Committee will consider all responses before making its decision.

### **II.4. Peer Evaluation of Teaching**

**II.4.1.** Peer evaluation of teaching performance is an integral part of the RTP process as is set forth in Appendix 16: 3.3 and the University Manual Section 305.11 and 305.12.

**II.4.2.** The Department's approved Peer Evaluation Form shall be used by those who conduct a peer evaluation and must address its two sections: teaching performance and the documents (syllabi, handouts, exams, etc.) related to the course, which are submitted by the candidate prior to the peer's visit.

**II.4.3.** Tenure-track candidates shall provide two peer evaluations per year, ~~from two different quarters~~ conducted by members of the DRTP Committee selected to visit the candidate's class to evaluate his or her effectiveness in the classroom. Tenured candidates applying for promotion shall also provide two peer review evaluations each year during their service as an associate professor.

**II.4.4.** The Department encourages candidates to pursue formative peer review and other means of improving teaching performance by, for example, making use of the Faculty Center for Professional Development.

**II.4.5.** The DRTP committee will also provide constructive criticism about ways a candidate might improve teaching and advising, service, and scholarship, if these are found deficient. In cases where it is appropriate, the DRTP Committee Chair, with the concurrence of the DRTP Committee, may select individuals from the DRTP Committee to work with candidates as mentors and help candidates improve their teaching, service, and scholarship. Where it is appropriate, the DRTP committee will also note, in reaction to the candidate's statements and assertions, progress made in relation to past recommendations or goals put forward in previous RPT cycles.

**II.5. Candidates and Future Candidates serving in administrative positions or performing administrative duties, serving in positions of academic governance, or on leave.**

**II.5.1.** Candidates who are away from campus during the academic year in which they must/may apply for action shall observe the same procedures and timelines as candidates in residence. Candidates may provide their RTP requests by fax or as scanned documents sent as email attachments, and must provide contact information to be used for sending recommendations to candidates. It will be the candidate's responsibility to meet all deadlines.

**II.5.2.** Candidates who accept research, administrative, or academic governance positions outside of the Department while they are still eligible for RTP action must ensure that they understand department expectations during the time they are away. Candidates in these positions remain subject to the standard RTP requirements and calendar. Candidates should develop a memorandum of understanding with the Chair of the DRTP committee and the Department Chair. The memorandum should specify outcomes and requirements for evaluation that will occur in any personnel action. The candidate will submit this memorandum as part of his or her RTP package. For the teaching and advising portion of RTP evaluation, since a release from teaching duties often occurs with research, administrative, or academic governance reassignments, the Department will use the last year of full-time teaching for candidates on sabbatical leave, on an overseas assignment for the university, or at another institution serving as a visiting professor/scholar.

**II.5.3.** Candidates who have taken leaves for administrative positions, to serve in academic governance positions, or to serve as visiting scholars at other institutions shall submit reports on their activities and their relevance to the Department's goals. The DRTP Committee also requires written evaluations from the candidate's supervisors or sponsors that indicate the quality of the candidate's performance. The candidate will submit these reports and evaluations as part of his or her RTP package.

**II.5.4.** A memorandum of understanding, which specifies the expectations and methods of evaluation that the candidate on leave will submit and that the DRTP committee will review, must be reviewed and signed by the candidate, the DRTP Chair, and the Department Chair prior to the submission of the RTP package relating to the year during which the candidate earns release from normal duties. The Dean, University RTP (URTP) Committee chair, and the Provost or designee from the Office of Faculty Affairs within the Division of Academic Affairs must also review and approve of this memorandum prior to the candidate's submission of the RTP package that relates to the year or years on leave.

### **Section III. Criteria for RTP Action**

#### **III.1. Elements of Performance and Evaluation**

##### **III.1.A. Departmental Evaluation of Candidates:**

**III.1. A.1.** The candidate shall be evaluated according to the criteria stated in this document. No other criteria are applicable, unless stated in writing, to the agreement of the candidate, the DRTP committee Chair, the Department Chair, the Dean, the URTP Committee, and the Associate Vice President for Academic Affairs.

**III.1.A.2.** Criteria for reappointment decisions shall be the criteria that were in effect during the candidate's first academic year of probationary service on this campus.

**III.1.A.3.** The committee evaluation report and recommendation shall be approved by a simple majority of the membership of the committee. The committee shall not assign any of its duties to any other group or individual.

**III.1.A.4.** The candidate is evaluated in three categories: teaching and advising, scholarship and creative activities, and service.

**III.1.A.5.** The Committee in its evaluation of the candidate shall take into account information from the following sources:

- a) Summaries and interpretations of students' evaluations.
- b) Summaries and interpretations of peer evaluation of teaching performance.
- c) Self-evaluation provided by the candidate.

- d) Signed material received from other faculty, administrators, and students (which are to be added to the candidate's RTP package).
- e) Material requested from the candidate by the committee, which may include requests for clarification, corrections to or augmentation of any section/part of the RTP package;
- f) Other material in writing identified by source submitted to the committee before the closing date.

**III.1.A.6.** All information considered by the department RTP Committee in making evaluations and recommendations will be included in the RTP package.

### **III.1.B. Candidate's Responsibilities**

**III.1.B.1.** A candidate shall assemble an RTP package that documents his or her accomplishments and makes a positive case for the requested action. The candidate is invited to seek counsel from the DRTP Committee regarding the preparation of the RTP package.

**III.1.B.2.** A candidate shall provide a self-evaluation as part of his or her RTP packet. In this self-evaluation, a candidate shall explain how he or she has met or exceeded the Department's criteria for the action(s) requested. The evaluation shall be structured so as to make very explicit references, item by item, to the Department RTP criteria. The self-evaluation shall include:

- a) Discussion of teaching performance. This includes a discussion of the student and peer evaluations, including areas for improvement, and an explanation of activities related to student advising and/or mentoring. Outcomes assessment of learning should be discussed to demonstrate teaching effectiveness.
- b) Discussion of scholarly and creative activities. This includes specific citation of all peer reviewed publications and papers given at professional meetings, dates of attendance at all professional meetings, and explicit reference to all duties and assignments in professional organizations. Work in progress and ongoing activities shall be addressed.
- c) Discussion of service to the University, College, Department and community. This includes specific citation of committee assignments and duties, assistance in a professional capacity to any group, etc.
- d) Discussion of steps taken or progress made toward remedying any deficiencies or problems, if these were pointed out in previous evaluations.
- e) The candidate shall establish attainable short and long term goals in all evaluative areas, and clearly state them. There shall be a brief discussion regarding how these goals will be met. The committee shall pay particular attention to the goals of the candidate and shall comment upon their appropriateness, evaluate whether they are applicable for the granting of tenure

and/or promotion, and provide this feedback to the candidate in their recommendation.

f) The candidate must address the previous year's self-evaluation and the goals established therein and relate them to this year's self-evaluation.

**III.1.B.3.** Candidates are expected to aid in fulfilling the goals of the Department, College, and University mission. The candidate must address the Departmental goals in his or her RTP package and is expected to relate his or her activities to these goals.

### **III.1.C. Method of Evaluation**

#### **III.1.C.1. Teaching and Advising**

**III.1.C.1.1.** The History Department recognizes the primary importance of teaching performance and gives it the utmost priority in the evaluation process. The Department considers advising asto be an integral part of effective teaching. All department faculty members are expected to provide such service to students and the Department. The Chair or Department may assign some faculty a specified role to advise students. A candidate who is assigned such a role will be judged on his or her performance accordingly. A candidate for retention, tenure, or promotion will be judged on teaching and advising effectiveness and on his or her efforts at fulfilling the Department, College, and University goals that relate to teaching.

**III.1.C.1.2.** The DRTP Committee will evaluate the candidate's teaching and advising using the following sources:

- a) The candidate's self-assessment evaluation of teaching and advising effectiveness. This includes the statement on long- and short-term goals. The candidate's goals in teaching and advising shall follow and help fulfill the goals, targets, and mission of the department. This includes but is not limited to the staffing of courses relating to the candidate's academic specialty, an appropriate level of achievement in teaching as demonstrated by student and peer evaluations, the staffing of orientation, methods, historiography, and thesis courses if and when necessary, participation in teacher-training courses or programs that are part of the regular curriculum, the updating of existing courses, or the development of new courses.
- b) The two peer evaluations per year from members of the DRTP Committee selected to visit the candidate's class to evaluate his or her effectiveness in the classroom.
- c) The DRTP Committee's review of the candidate's handouts, course syllabi, and other course materials supplied by the candidate. Review should include at least one course in the area of the candidate's specialization and one lower-division course.
- d) The DRTP Committee's review of student course evaluations. Each candidate is required to provide the RTP Committee with the results of all student evaluations during the candidate's review period. (See Appendix for the

evaluation questionnaire). In its RTP decision, the DRTP Committee will consider the computed results of the student evaluations.

e) The DRTP Committee's review of additional student opinions and comments about the candidate's teaching. The DRTP Chair will place a notice soliciting student opinions and comments on the official History Department bulletin board. Signed student statements concerning the candidate's abilities will be accepted from the opening of the Fall ~~quarter~~semester until such time as the DRTP Committee must make its decision and send forward its report. The DRTP Committee will consider all responses before making its decision.

**III.1.C.1.3.** The DRTP Committee will base its judgments on teaching using some or all of the following:

- a) Classroom performance as indicated by the scores on the Student Evaluation Questionnaire, and the self and peer evaluations. If an evaluator finds the classroom performance wanting, he or she should provide helpful suggestions for improvement.
- b) Effectiveness in teaching and learning techniques as indicated in the self-evaluation, student, and peer evaluations, and the candidate's discussion of outcomes assessment.
- c) Evidence of improvement in existing courses or the development of new courses or programs as discussed by self, peer, and student evaluations.
- d) Currency in the discipline applied to the classroom environment as evidenced in scholarship and in self-evaluation and peer evaluation.
- e) Use of appropriate technology and other teaching techniques.
- f) Development of creative approaches to pedagogy including the integration of service learning, the use of new and appropriate technologies, or the integration of pedagogical examples and content-focused learning exercises in courses related to teacher training.

**III.1.C.1.4.** The DRTP Committee will base its judgments on advising using some or all of the following:

- a) Familiarity with the Department's curriculum and programs and the university's requirements for general education and degrees.
- b) Familiarity with the rules and regulations for petitions and other actions related to Student Affairs.
- c) Familiarity with the University's facilities and programs for advisement, career counseling, and psychological counseling.
- d) Familiarity with the Department's targets for the assessment of advising and active participation in the planning, implementation, and assessment of advising effectiveness as established in the Department's Advising Assessment Plan in operation during the appropriate period under review.
- e) Ability to advise students for issues after graduation (e.g. work or graduate school).

- f) Ability to attend training sessions on advising and willingness to share knowledge and expertise with other members of the faculty.
- g) Support for student clubs, the History Club and the national honorary society, Phi Alpha Theta.

### **III.1.D. Scholarship and Creative Activities**

**III.1.D.1** The History Department recognizes that research, scholarship and creative activities are the cornerstone of effective teaching. It also recognizes that scholarship is multifaceted and those aspects need to be taken into consideration during RTP deliberations. Scholarship and creative activities for the purposes of tenure and promotion are divided here into two categories:

A-By the end of the probationary period, a candidate for tenure or promotion must provide evidence of one or more publications of original research in peer-reviewed books, book chapters, articles in peer-reviewed journals or professional proceedings.

B-The DRTP Committee expects the successful candidate to be an engaged scholar **who shall demonstrate involvement in one or more of the following scholarly activities at each review cycle:**

- 1- presentation of scholarly papers at professional meetings, publication of newspaper articles and editorials, book reviews, review essays, and encyclopedia articles, and editing of books, journals, and scholarly publications (electronic forms of publication are included).
- 2-development of- or participation in NEH Seminars and Institutes, and Fulbright Programs, organizing conferences and scholarly meetings, and participating in panels, workshops, symposia and other professional gatherings, writing and obtaining internal and external funding and grants.
- 3-serving as an academic consultant, chairing a panel, moderating or serving as discussant, giving public presentations or performances which require extensive scholarly effort.
- 4-the creation of new course offerings in history or in allied interdisciplinary fields that require original or extensive research; special assignments overseas to assist the university; visiting faculty/research grants, etc. which result in research and scholarly publications and/or curriculum development; or the creation of new courses or programs during or outside of the academic year that extend or amplify the Department's participation in teacher-training, such as research, scholarship and publication in the field of teaching or teacher-training. Some aspects of this section can also be considered a service component.

**III.1.D. 2.** A candidate for retention may submit work in progress in the above categories.

**III.1.D.3.** The DRTP Committee will evaluate the quality and significance of such professional development based on reviews of the candidate's published works and expert opinion of the quality of the candidate's scholarship. Outside experts who are agreed upon between the candidate and the DRTP committee may be consulted, if their opinion is required in the RTP process. Appendix 16 provides the guidelines for such cases.

### **III.1.E. Service to the Department, University and Community**

**III.1.E.1.** The Department expects a candidate for retention, tenure or promotion to render service to the department, university, and his or her community. Above all the department expects a candidate to aid in the fulfillment of the goals of the department, college, and university. The DRTP Committee will evaluate the quality and significance of such service.

**III.1.E.2.** Service should include the following:

- Service on Department, College, and/or University committees is required.
- Service may also include the following:
  - a) Service to the students as an advisor to the History Club, Phi Alpha Theta, and other Cal Poly Pomona student groups.
  - Bb)** Service to students as a mentor in the college-based programs to develop future teachers and professors. The administrative duties of this position stand distinct from the normal level of participation and interaction that the department expects of all its members.
  - c) Service in the Academic Senate and Senate committees and other campus groups devoted to the improvement of the university and/or to the enhancement of faculty responsibility and self-governance on campus, such as the Faculty Center for Professional Development.
  - d) Service in nearby communities reflecting creditably on the department and university.
  - e) Service and participation in professional organizations or in organizations devoted to the improvement of relations between the university and the community.
  - f) Service in regional, statewide, or national organizations devoted to upgrading the quality of education.
  - g) Service to the university in an administrative position.
  - h) Implementing the program funded by an external grant.
  - i) Participation in on-going teacher-training programs at Cal Poly Pomona or under the direction of outside agencies or partners.

### **III.2. Criteria for Reappointment**



**III.2.1.** A probationary faculty member is expected to demonstrate a clear commitment to, and promise in, the category of teaching excellence and student advising, with student evaluations averaging 2.5 or higher. At the time of annual student and peer evaluations, the candidate must comply with all requirements indicated under Teaching and Advising above. -A probationary faculty member will be judged on the initiation and development or the revision of course offerings in lower division classes and in upper division courses of the candidate's expertise.

**III.2.2.** A probationary faculty member is expected to demonstrate promise in the category of Scholarship. A candidate for retention should be able to document work in progress in the categories indicated under scholarship.

**III.2.3.** A probationary faculty member is expected to serve on Department committees, regularly attend and participate in Departmental meetings, and demonstrate a commitment to other service to the University and larger Community.

**III.2.4.** Tenure is the result of a cumulative process and a probationary faculty member is expected to show evidence of progress towards meeting the requirements for tenure and promotion. Each probationary faculty member should have a set of annual goals, worked out in consultation with the DRTP Chair.

### **III.3. Criteria for Tenure**

**III.3.1.** Helping students learn remains the core focus of the department. For tenure, a candidate is expected to have a record of success in this critical area. Over the course of his or her career, a candidate shall have revised and improved his or her assigned courses and developed new courses in response to changes in scholarship or as required by the department. Student and peer evaluations shall demonstrate effectiveness across a range of courses and consistency over time. A candidate will have a firm knowledge of the department, college, and university curriculum and use this knowledge base to offer effective and supportive advice for assigned students.

A candidate may make a case for tenure with various forms of evidence. Some candidates may excel in some areas more than others. Measures that the DRTP Committee shall use to determine a particular case include:

- A candidate's report of his or her teaching effectiveness in their self-evaluation. In the self-evaluation, a candidate shall assert evidence of teaching effectiveness and explain how evidence in the RTP package supports his or her case for tenure.
- Peer evaluations that document the candidate's effectiveness.
- The candidate's report of advising activities and effectiveness in their RTP package. In this report, a candidate shall assert evidence of advising effectiveness and explain how this evidence supports his or her case for tenure.
- Consistent student evaluations in a variety of courses in which the candidate achieves the score of 2.5 or better in all categories. A candidate shall address any

variations from this standard and explain what steps they took to address and remediate this variance.

- Participation in activities that help a candidate develop or improve his or her skills as an educator and an advisor. Candidates must explain in their RTP packages how participation in such activities led to specific changes that helped students learn.
- The appropriate creation or revision of course outlines related to the teaching duties of the candidate.
- The creation of new courses that become part of the department curriculum.
- The mentoring of graduate students through the completion of their theses or examinations.
- Participation in activities related to student clubs and organizations that support and enhance the department's educational mission.
- Documented efforts to mentor students towards their educational goals, which includes but is not limited to helping students apply and enter graduate school, the work force, or internship programs.

A successful candidate is one who aspires to achieve consistent success in these areas because the DRTP Committee expects a candidate seeking tenure to have demonstrated a superior level of participation and achievement over the span of their employment.

**III.3.2.** A candidate for tenure is expected to demonstrate success in the category of Scholarship. A candidate for tenure should be able to document completed work, or, sometimes, work in progress, in categories indicated under Scholarship and Creative Activities. A candidate for tenure is expected to show interest in and to be a member of professional organizations.

Evidence of scholarly engagement and success that the DRTP Committee shall use to determine success in this area are:

- Published peer-reviewed books, book chapters, and/or journal articles.

Evidence of scholarly engagement and success also taken into consideration include:

- Published essays, encyclopedia entries, and book reviews.
- Presentations at local, regional, national, and international professional conferences.
- The organization of conferences and conference panels for local, regional, national, and international academic audiences.
- The writing and winning of grants from internal (Cal Poly Pomona) and external sources.
- Reviews of manuscripts for publication or academic distribution.
- Reviews of grant applications for local, regional, state, or national agencies.
- Public presentations or performances that engage a community wider than the student body.
- The development of an additional, extensive teaching specialty within the department or in service to the department. This is distinct from the typical revision and updating of courses within one's established specialty. A

candidate who successfully retrain in a new field, a task that involves extended and extensive research and training, who thereby helps the department meet new demands or objectives, would earn recognition in this area.

The DRTP Committee expects a candidate seeking tenure to have demonstrated progressive achievement over the span of his or her employment. The department believes that an active scholar is more likely to be an engaged and an engaging teacher. A candidate for tenure should have proposed, started, and completed a project related to one or more of the above activities during his or her years as a probationary faculty member. The quality of the candidate's achievement, as determined by the DRTP Committee, shall separate successful from unsuccessful applicants.

**III.3.3.** A candidate for tenure is expected to serve on department committees, and regularly attend and participate in departmental meetings. As a candidate gains experience, he or she shall accept assignments on college and university committees whenever possible. The department functions collegially. Its members participate in and contribute to all its programs and decisions. A candidate can fulfill his or her service obligations in an effort to earn tenure through the following activities. These following are examples; a candidate may participate in these or in similar activities as the opportunities arise:

- Serving actively on or chairing a department committee.
- Serving on the Academic Senate and/or Senate Committees.
- Serving actively on or chairing a college or university committee.
- Administering a grant.
- Advising a community board in a function related to the field of History.
- Advising a public board or body as a representative of the department.
- Serving in an administrative function at the college or university level.

It is essential for all department members to represent the department through service. A candidate shall take on greater responsibilities as he or she passes through the tenure process. Service that comes at the expense of meeting a candidate's teaching duties may interrupt the tenure process. A candidate in this circumstance shall follow the instructions detailed above in section II.5.

**III.3.4.** A candidate for tenure is expected to meet all Special Departmental Requirements indicated below.

#### **III.4. Criteria for Promotion to Associate Professor**

**III.4.1.** An Associate Professor is expected to show progressive commitment to and demonstrated skills in teaching excellence and mentoring of students. Advising student majors and aiding non-majors are considered important ingredients of the Associate Professor's duties. In addition to refining current courses, an Associate Professor is expected to show collegial interest and assistance in developing new and revised course

offerings in the department. At the time of evaluation the candidate must comply with all requirements indicated under "Teaching and Advising Effectiveness" **(III.1.C.1)** To grant promotion, the DRTP Committee will also expect:

- Consistent scores of "Good" or better on all student evaluations.
- Peer evaluations that demonstrate consistent and effective teaching performance in a range of classroom situations.
- Successful completion of advanced training in academic advising or the participation in special college and university programs related to student advising.

Also valuable, though not required:

- Leadership in the area of pedagogy, as demonstrated through the organization of seminars on effective teaching, presentations at local workshops, or similar activities.

**III.4.2.** An Associate Professor is expected to demonstrate accelerated progress in Research and Scholarly Activities. An Associate Professor shall meet all the requirements of a candidate for tenure in this area (see section III.3.2, above). To grant promotion separate from the granting of tenure, the DRTP Committee will also expect to see evidence of new and continued scholarly activity beyond the projects that a candidate initiated upon arrival.

**III.4.3.** An Associate Professor is expected to serve on committees (or equivalent assignments) at the department, college, Academic Senate, and/or university level, regularly attend and participate in department meetings, give evidence of service to the wider community, and show a commitment to representing the department, college, and university in the larger community. The DRTP Committee expects that a candidate who seeks promotion separate from the granting of tenure will have a strong record of service outside the department. This includes but is not limited to the leadership of one or more college or university committees, service as an officer in the California Faculty Association, or service as a member of the Academic Senate.

**III.4.4.** An Associate Professor is expected to meet all Special Departmental Requirements indicated below.

### **III.5. Criteria for Promotion to Professor**

**III.5.1.** A candidate for Professor is expected to understand and practice the highest standards of teaching and mentoring, to advise history majors and non-majors alike, to show support for the History Club and Phi Alpha Theta, to bring refinement and the latest scholarship to upper division courses, to update and polish lower division courses, and to offer support to colleagues in the ongoing development of curriculum. Additionally, a Professor is expected to provide individual guidance to students doing theses and advanced research projects, and to counsel students on advanced study and

professional development. A candidate for promotion to Professor must have a consistent record of effective teaching. The DRTP Committee expects a candidate to possess student evaluations of their courses with average scores of “good” or better and peer evaluations that consistently rate a candidate as an effective teacher in all settings. The DRTP Committee expects a candidate to demonstrate leadership in department discussions relating to curriculum changes, learning assessment, and student affairs within the department.

**III.5.2.** A candidate for Professor is expected to demonstrate clear accomplishments in scholarly and creative activities, a firm commitment, with explication, to continuing scholarly work, and continued membership in professional organizations. Candidates must have successfully completed projects (such as a peer-reviewed book, book chapter, or journal article) started as a probationary member of the faculty. The DRTP Committee expects that a candidate for promotion to Professor will have started one or more new projects of a comparable or a more advanced nature prior to action.

**III.5.3.** A candidate for Professor is expected to have compiled during the period under review a tangible record of service to the department, college, and university, including service on committees or related responsibilities at the department, college, Academic Senate, and/or university level, and current service on committees or related responsibilities at the department, college, Academic Senate, and/or university levels. A Professor is expected to regularly attend department meetings, take a leadership role in department decisions, and offer advice and council to junior members of the department. Additionally, he or she should show a record of service to the wider community, and expect to be a spokesperson for the department, college and university in the larger community. A professor will serve as a role model and mentor for junior members of the faculty. Consequently, the DRTP Committee expects a candidate for promotion to professor to assert and demonstrate a record of leadership and achievement in the report of their service accomplishments to the committee.

**III.5.4.** A Professor is expected to meet all Special Departmental Requirements below (Section VI).

### **III.6. Criteria for Early Tenure**

**III.6.1.** As per Appendix 16, Section 2.6 , the following will apply: Any candidate for early tenure or early promotion must meet exceptionally high standards in the areas of teaching, scholarship, and university and community service; a candidate may be granted early promotion only after serving two years in an academic rank in a full-time tenure track position; and early tenure and early promotion may be awarded together if the candidate meets the requirements of both the department and of the university.

**III.6.2.** The candidate must:

- Exhibit an extraordinary gift for teaching. This requires student evaluation scores in all classes that fall in the ninetieth percentile of department evaluations and a number of extraordinary peer evaluations during the period under review.
- Publish scholarly research in peer-reviewed books, book chapters, or articles that reflect creditably on the candidate, the department, and the university. Papers presented at recognized scholarly meetings or participation in scholarly panels also constitute evidence of a meaningful contribution to scholarship. The candidate must provide published external reviews of publications or presentations submitted for the DRTP Committee's evaluation.
- Display unusual skill in performing administrative service to the department and the university. Such service will be assessed by RTP review of the candidate's record of service on departmental, school, and university committees, and/or the Academic Senate.
- Excel in professionally related public service as, for example, in the following areas: giving public lectures, presentations, and discussions pertaining to public affairs; consulting work for public institutions; service as an officer in professional historical organizations or allied societies of an interdisciplinary nature.

**III.6.3.** Further accomplishments that would constitute evidence for awarding early tenure or early promotion:

- The candidate shall exhibit consistent scholarly activity leading to the publication of books and the presentation of papers before recognized local, regional, national or international groups. Books, articles, and book chapters published by recognized professional organizations over a period of time would demonstrate truly superior qualifications.
- Superior service to the department, college, and university constitutes supporting grounds for awarding early tenure and/or promotion. Academic Senate service, work on regular committees, task forces, blue ribbon or college- or university-level search committees are examples that could be considered. Distinguished service in these areas must be documented and provable.
- In addition to the above criteria, superior service to the community would also constitute support for awarding early tenure or early promotion. Examples of community service include lectures and presentations to community groups, consulting for public service agencies, and service in professional organizations.

**III.6.4.** The above list is suggestive rather than comprehensive. Documentation is required. The accomplishments presented in support of an early tenure request must have occurred during the period of a candidate's employment at Cal Poly Pomona as a faculty member of the History Department.

### **III.7. Criteria for Early Promotion to Associate Professor**

**III.7.1.** Criteria for early tenure applies to candidates seeking early promotion to Associate Professor. The department will measure such applications in the same manner as requests for early tenure.

**III.7.2.** Accomplishments must have been achieved after appointment as Assistant Professor.

### **III.8. Criteria for Early Promotion to Professor**

**III.8.1.** Candidates for early requests for promotion to professor must be exemplary leaders within the department, college, and university. The time normally spent at the associate professor level is relatively brief. Only a few cases, where candidates launched and completed new and important contributions in all areas that the department takes into consideration in the RTP process, would result in the DRTPC supporting such applications.

**III [BOLDED].8.2.** Activities and achievements used to earn reappointment and tenure during earlier RTP actions may help a candidate build a case for early promotion. The continuation of skilled teaching, effective advising, research, and service in areas already established, while laudable, will not be sufficient to justify early promotion to Professor. Instead, candidates should base their applications for early action on the maintenance of established levels of exceptional performance and the development of new activities and duties in all categories under review in the RTP process.

### **Section IV. Special Departmental Requirements**

**IV.1. Terminal Degree:** The department requires a Ph.D. of all tenure-track faculty members.

**IV.2. Department Collegiality:** The department expects all its members to display a collegial and supportive attitude toward faculty and staff. We believe it is just as important to maintain compatibility among the members of our faculty and staff as it is to maintain fair and just relations with our students. Therefore, it is necessary that a candidate be compatible with the needs of the department and with its members, since cooperation in achieving departmental goals requires close cooperation among the faculty and staff.

### **Section V. Appendices**

#### **V. 1. Department's approved Student Evaluation.**

- Quantitative Evaluation Questionnaire

#### **V.2. Department's approved Peer Evaluation Form.**

**V. 3. University Manual Section 305**  
Appendix 16 (Policy: 1328)  
Appendix 10