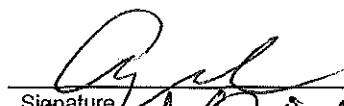
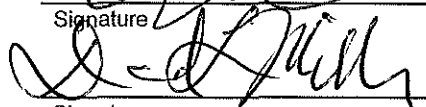


**DEPARTMENT RTP DOCUMENT
APPROVAL TRACKING RECORD**

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

DEPARTMENT

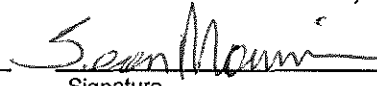
"This Department RTP Document has been approved by a majority vote of the probationary and tenured faculty in this department."

Dept. Chair:	Angela Shih		2/28/18
	Printed Name	Signature	Date
DRTPC Chair:	David L. Miller		2/28/18
	Printed Name	Signature	Date

COLLEGE RTP COMMITTEE

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

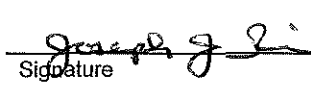
- Recommend Approval
- Recommend Approval, but concerns noted in attached memo.
- Recommend to DENY Approval (explanation must be attached.)

CRTPC Chair:	Sean Monemi		3/14/18
	Printed Name	Signature	Date

COLLEGE/SCHOOL DEAN


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

- Recommend Approval
- Recommend Approval, but concerns noted in attached memo.
- Recommend to DENY Approval (explanation must be attached.)

Dean/Director:	Joseph J. Bencus		3/20/18
	Printed Name	Signature	Date

ACADEMIC AFFAIRS

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

AVP for Faculty Affairs:	Sancho Medriz		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.

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA
COLLEGE OF ENGINEERING

DEPARTMENT OF MECHANICAL ENGINEERING
RETENTION, TENURE AND PROMOTION CRITERIA

2018/2019 through 2022/2023 Academic Years

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SECTION I – INTRODUCTION

The reappointment, tenure, and promotion (RTP) process is a critically important faculty responsibility. The RTP process is the mechanism by which we provide a pathway for the successful development of our faculty and thereby assure educational quality for our students. While the President of the University 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 (DRTP) Criteria Document communicates department expectations and RTP procedures to the department faculty, faculty candidates, the Dean of the College, the College RTP Committee, the University RTP Committee, and academic administrators. University policies including the Unit 3 Collective Bargaining Agreement (CBA) and Policies 1328 and 1329 of the University Manual define university procedures and expectations. Departmental documents must only supplement and may not conflict with these policies. In the event of discrepancies, the CBA takes first precedence and university policies take second precedence over departmental policies.

The Collective Bargaining Agreement requires that a tenure-track faculty member be provided a copy of the Department RTP Criteria Document within two weeks of the start of their first quarter 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 other academic administrators should commit themselves to mentoring and supporting candidates, and provide 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 1328 of the University Manual 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 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 Policy 1328, section 1.17)
- c) Criteria are the expectations articulated in the department RTP criteria document and in Policy 1328. 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 Policy 1328, section 2.1)

- d) A probationary year of service is any three quarters in a period of four consecutive quarters. 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 Policy 1329 of the University Manual.
- i) Peer evaluation of teaching is the responsibility of the Department RTP Committee and includes a classroom visit, review of course syllabus & other teaching materials, and a written report.
- j) A candidate for reappointment must use the Department RTP criteria in effect at the time of the candidate's initial probationary appointment. Current procedures and policies apply.
- k) A candidate for tenure or promotion may choose between the criteria in effect at the time of the initial probationary appointment and those in effect at the time of the request for action. In any case, current procedures and policies apply. A candidate requesting both tenure and promotion must choose a single set of criteria for both actions.

I.2. Department Philosophy. The Mechanical Engineering Department derives strength and identity from a collegial faculty having diverse academic, professional, social and ethnic backgrounds. We believe that this blend of characteristics, backed by strong academic credentials, a record of research and scholarly activities, and a depth of professional/industrial experience, provides a fertile learning environment for our diverse student population - whether they are academically or professionally inclined. To maintain this balance, all new faculty recruitment efforts will focus on those candidates having appropriate educational credentials and relevant experience, and will be conducted in compliance with equity and diversity guidelines. Moreover, the department shall strive to encourage, retain, promote, and grant tenure to faculty members who:

- a) exemplify excellence in teaching,
- b) continually strive to remain technically competent, through scholarly, research and professional activities, in both the theoretical and practical aspects of their specialties,
- c) exhibit leadership abilities in Department, College, and University affairs, as well as

- professional and student societies,
- d) inspire students through extracurricular activities and mentorship,
- e) have excellent oral and written communication skills,
- f) have developed a cooperative working relationship with the faculty, staff and students,
- g) are active in community affairs,
- h) possess skills and/or experience which compliment the existing faculty and thereby enhance the depth and diversity of the department, and
- i) maintain ethical standards consistent with University policy and the American Society of Mechanical Engineers (ASME) Code of Ethics of Engineers [https://www.asme.org/getmedia/9eb36017-fa98-477e-8a73-77b04b36d410/p157_ethics.aspx].

The three major categories upon which a candidate for RTP action will be evaluated are: 1) teaching effectiveness and advising/mentoring, 2) research, scholarly and professional activity, and 3) service to the Department, College, and University community. Effective teaching performance is considered primary in any RTP action.

Advancement through the various ranks is not automatic, but is based on achievement relative to the DRTP criteria. The DRTP Committee is responsible for making RTP recommendations on behalf of the department faculty after consultation with them.

The department philosophy is consistent with the mission and vision of the College of Engineering, reproduced below for reference:

MISSION:

"Prepare students for a wide range of careers by implementing a polytechnic philosophy that emphasizes application-oriented problem solving, collaborative teamwork, effective communication, creativity, and lifelong learning."

VISION:

"Provide a world-class Learn by Doing engineering education that is transformative for a diverse student population."

The department philosophy is also consistent with that of the Division of Academic Affairs, as outlined in its January 2009 white-paper entitled *The Teacher-Scholar Model at Cal Poly Pomona*. This document "calls for every program to review the balance between teaching and scholarship" and recognizes that scholarship goes "beyond traditional peer reviewed publishing of basic research" to include "discovery, integration, application and teaching." The Mechanical Engineering Department understands the importance of this model and its assertion that "the comprehensive, polytechnic university is the ideal place to nurture all four types of scholarship and maintain broad interpretations that foster innovation and uniqueness."

The "Vision Statement for Cal Poly Pomona's Teacher-Scholar Model," as adopted by the Faculty Senate, is reproduced below for reference:

DEFINITION:

Teacher-Scholars at Cal Poly Pomona are role models who actively promote life-long intentional learning to our students, are actively engaged in advancing their fields of inquiry, and are committed to blending teaching and scholarship into a single synergistic endeavor

that results in a creative integration of the two roles.

EXPLICATION:

1. Teaching

Cal Poly Pomona Teacher-Scholars apply knowledge from the frontiers of their disciplines and pedagogical scholarships to the development of their courses and the curriculum. Teacher-Scholars:

- Understand current developments in their disciplines, and use this understanding to advance student learning and knowledge,
- Have knowledge of interdisciplinary and discipline-specific pedagogical strategies, apply effective strategies to facilitate learning of a diverse student population, use evidence-based assessment of teaching to improve their pedagogy, and evaluate and analyze their pedagogy.

2. Scholarship

Cal Poly Pomona Teacher-Scholars engage in the practice of scholarship, which is specifically defined by discipline and academic unit, and is broadly construed to include the scholarship of discovery, integration, teaching, application and engagement. While the scholarship of Teacher-Scholars varies widely across disciplines at Cal Poly Pomona, it incorporates essential elements that define scholarship, including research and/or creative work. Teacher-Scholars:

- Make intellectual and/or creative contributions that extend and/or develop new knowledge or creative inquiry, discover, integrate or apply facts, theories, artistic perceptions, or design to practice in their disciplines,
- Produce work that is peer reviewed, critiqued, juried and/or judged congruent with discipline standards, and results in a publication, presentation, creative work or other product disseminated to a wider audience beyond the Cal Poly Pomona community.

3. Integration

Cal Poly Pomona Teacher-Scholars integrate scholarship and teaching to create a synthesis greater than both activities. Teacher-Scholars:

- Bring the practice of their own scholarship into the classroom in an appropriate way,
- Promote a community of inquiry in their role as faculty members, and model and encourage academically rigorous scholarship as appropriate to their discipline,
- Foster a climate in which faculty/student scholarly, research, practice, or artistic collaboration can take place by:
 - enhancing student learning through meaningful experiences at Cal Poly Pomona as appropriate in their discipline through inquiry based classroom, studio, laboratory, practice and field activities that are embedded within the curriculum,
 - collaborating with students in a culture of learn-by-doing inquiry, discovery, professional practice and/or creative work through the involvement of students in scholarship outside of regular coursework.

SCOPE:

The scholarly and creative activities of Teacher-Scholars vary widely across disciplines at Cal Poly Pomona. Consistent with discipline practices, academic departments/units may adapt this vision statement to establish standards to which Teacher-Scholars are held.

SECTION II – PROCEDURES

II.1. Policy 1328 describes RTP procedures in complete detail. [http://www.cpp.edu/~faculty-affairs/documents/Policy_1328_Reappointment_Tenure_and_Promotion_Policy_and_Procedures.pdf] A summary, including the ME Department's specific requirements, is provided here.

II.2. Department RTP Procedures. The DRTP Committee will consist of only full-time tenured faculty elected by the appropriate constituency of probationary and tenured faculty of the department. The DRTP Committee will have seven (7) members including the Department Chair, elected by secret ballot (with the exception of the Chair) before the end of fifth week of the Spring Semester each year. Shortly thereafter, the duly elected members will meet to elect a chairperson who shall assume primary responsibility for ensuring compliance with the various provisions of the DRTP criteria document and Policy 1328 of the University Manual. These responsibilities specifically include:

- Fall quarter:
 - Ensures that candidates have the information they need to complete their RTP package. This includes information about what actions they must/may apply for, how to prepare requests, and a copy of the applicable DRTP criteria document.
 - Assists candidates in understanding expectations, and preparing RTP packages.
 - Informs Faculty Affairs and the Dean's office of requests.
 - Ensures that packages are complete.
 - Provides the department recommendation to the candidate.
 - Forwards RTP packages to the Dean's office.
- 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 peer evaluation reports are provided to candidates in a timely manner – within 2 weeks of a classroom visit.

While the Department Chair is an ex-officio member of the DRTP Committee, he/she will participate only as a regular voting member, and is ineligible to serve as DRTP Committee chair. Faculty serving on the DRTP committee are not eligible to serve on the College or University RTP committee.

II.3. Student Evaluation of Teaching. Solicited in-class student evaluations and unsolicited student comments will be used as one of the performance metrics for assessing the level of proficiency in the area of teaching effectiveness for all RTP candidates.

DESIGN - The Mechanical Engineering Department will utilize a standardized computer tabulated questionnaire of its own design (see Appendix A). Although individual faculty members may design and administer their own evaluation instruments, those cannot be used in place of, or as a supplement to, the required standardized departmental questionnaire. The results of any such informal evaluation are entirely for the use of the individual faculty member and cannot be placed in his/her Personnel Action File (PAF) or included in an RTP package.

ADMINISTRATION - EGR 4810, 4820 and 4830, and “activity” courses, are not eligible courses for this purpose. Lecture and laboratory sections of a particular course are considered as separate courses for this evaluation process. Student evaluations shall be conducted in accordance with Policy 1329 of the University Manual. (As per Policy 1329, section 3.1, each faculty member is required to conduct evaluations in each class, every academic year, and is

solely responsible for insuring that they are properly administered and that the results are placed in his or her PAF.) The specific classes to be evaluated shall be agreed upon in advance by the faculty member in consultation with the Department Chair. Any disagreement in the selection of these classes shall be handled in accordance with the current Collective Bargaining Agreement.

INTERPRETATION AND UTILIZATION - The computer tabulation of numerical averages serves as an adequate quantitative summary of each student evaluation. As part of each RTP evaluation, the DRTP Committee will provide a written interpretation of these summaries characterizing the level of performance in terms of departmental standards and expectations. In this summary, any perceived deficiencies or areas of concern, as well as suggestions for remediation and/or improvement, will be specifically identified.

INDIVIDUAL STUDENT EVALUATION OF FACULTY IN RTP ACTIONS - Within one week after receipt from the Provost and the Vice President for Academic Affairs, a list of faculty eligible for RTP action will be placed on a public bulletin board outside of the department office, and sent by email to all current students. Students will be encouraged to submit signed input (including Bronco ID number) related to the advising and teaching effectiveness of those faculty to either the Mechanical Engineering Department Chair or DRTP Committee Chair.

Although individual student comments are welcome at any time, such submissions must either be entirely unsolicited, or in response to the posting of a public announcement. In no case shall an individual faculty member selectively solicit such input (see Policy 1328, section 3.2).

II.4. Peer Evaluation of Teaching. Peer evaluations will also be used as a tool for assessing the level of teaching effectiveness.

Presently, the University' requires a minimum of two (2) peer evaluations per year. All such evaluations will include a classroom visit of no less than 50 minutes, and an examination and review of the course syllabus as well as other pertinent teaching materials such as student assignments, handouts, and visual aids. The peer evaluation must be summarized in a written report to be discussed with the faculty member within two (2) weeks of the classroom visit. The candidate must sign the evaluation form and has the right to respond in writing to the peer evaluation within ten (10) working days of receiving the evaluation. It is the responsibility of the DRTP Chair to forward the peer evaluation, and the candidate's response, to the ME Department office for placement in the candidate's PAF. The evaluation form used for the peer evaluation process is attached in Appendix C.

II.5. Candidates and Future Candidates serving in administrative positions or performing administrative duties, serving in positions of academic governance, or on leave (see Policy 1328, section 2.1).

- a) Candidates who are away from campus during the academic year in which they must/may apply for action shall observe the same procedures and timelines as candidates in residence. Candidates may provide their RTP requests by fax, email or mail, and must provide fax numbers, email addresses or addresses to be used for sending recommendations to candidates. It will be the candidate's responsibility to meet all deadlines.
- b) Individuals who accept positions outside of their departments while they are still eligible for RTP action must ensure that they understand department expectations during the time they are away. The department may articulate expectations for these exceptional situations in the Department RTP Criteria document. If these exceptions are not addressed in the department criteria, then the candidate and the DRTP Committee shall commit to writing an interpretation of the department criteria in light of the special circumstances. This memorandum of understanding shall be approved by the Dean, URTPC Chair, and Associate Vice President for Faculty Affairs.

SECTION III – CRITERIA FOR RTP ACTION

III.1. Elements of Performance and Evaluation

Each candidate requesting RTP action must submit (by the published deadline) an RTP package (Faculty Performance Review Form), which specifically and thoroughly documents their performance and/or progress in each of the three areas (A through C) described below. Only activities performed during the official evaluation period are to be included in this submittal and evaluated by the DRTP Committee. As identified in section 7.3 of Policy 1328: “Reappointment evaluations are normally based on the previous year's performance; promotion evaluations are based on the period since the previous application for promotion or since original appointment; and tenure evaluations are based on the period since original appointment to the probationary position. The candidate may discuss achievements outside of the period of review, but only for the purpose of demonstrating consistency of performance.”

As part of this package, each candidate must include a written Personal Professional Development Plan (PPDP) outlining their professional development goals. This plan should focus on the performance areas (A through C) described below, and include both short- and long-term goals. The PPDP is to be updated with each RTP action, as it will be used as a resource to assess the candidate's performance and progress, and to identify opportunities for continued professional growth. It is in the best interest of the candidate to develop and update this plan in consultation with the DRTP Committee to ensure that it is in accord with the overall expectations and goals of the department.

A. Teaching Effectiveness and Advising/Mentoring

Teaching effectiveness, though not the sole criterion, will be primary in all reappointment, tenure and/or promotion actions. The candidate must demonstrate effectiveness in teaching as a necessary prerequisite for any positive personnel action. Since the last DRTP Committee

evaluation, or since being hired into the department, the candidate must have demonstrated a level of teaching effectiveness commensurate with his/her RTP action. Teaching effectiveness will be evaluated based on the following items:

- a) Knowledge of the subject matter being taught, and the relationship of this subject to other courses, as evidenced by such metrics as peer and student evaluations.
- b) Standards and evaluation methods consistent with the expectations of the ME Department.
- c) Attainment of course objectives as described in the Expanded Course Outline.
- d) Classroom and laboratory performance, including clarity, organization, method of presentation, student interaction and rapport, reaction to questions, use of homework, and the use of the blackboard, examples and teaching aids, as evidenced by such metrics as peer and student evaluations.
- e) Maintenance of students' interest in the subject material, and use of real world applications and examples in lectures.
- f) Availability to students outside of class through the maintenance of regular office hours in accordance with current university requirements.
- g) Design, development and teaching of new courses.
- h) Updating existing courses by presenting new information, presenting new analytical methodologies, and/or implementing new teaching methodologies.
- i) Improvement and upgrading of laboratory facilities, experiments, manuals or methods of presentation, including acquisition of materials and/or equipment.
- j) Demonstration of continued improvement in course preparation and presentation. Both peer and student evaluations should be used to assess the effectiveness of improvement.
- k) Receipt of an outstanding teacher award and/or significant contributions to teaching which have received formal recognition.
- l) Participation in conferences, seminars, and workshops, which enhance the candidate's teaching effectiveness.

Advising and mentoring performance will be evaluated based on the following items:

- m) Advising student chapters of professional organizations, student clubs and honor societies.
- n) Special project advising, including advising for clubs involved in intercollegiate competitions.
- o) Academic advising at the undergraduate level.
- p) Academic and project advising, and thesis committee membership at the graduate level.

Evaluation of advising and mentoring shall be conducted in accordance with Policy 1328 of the University Manual. All full-time faculty are required to post and observe office hours consistent with applicable departmental, college and university policies, and to carry their fair share of the departmental advisement load. For evaluation purposes, it would be useful if each candidate document the extent of their advisement and mentoring activities. As a part of the review

process, each candidate may review their advisement and mentoring activities with the Chair (or appointed subcommittee) of the DRTP Committee. Based on the outcome of this review, a summary report of advising activities may be required as a part of the candidate's RTP document. Otherwise, the candidate may include such a report at his/her discretion. Each such report must include an analysis of any official (signed and dated) student advisement comments that may have been submitted.

B. Research, Scholarly and Professional Activity

Making meaningful contributions to the engineering profession is recognized as an important aspect of a candidate's performance. Since the last DRTP Committee evaluation, or since being hired into the department, the candidate must have demonstrated a level of research, scholarly and professional activity commensurate with his/her RTP action through the acquisition/advancement of professional knowledge, experience and capabilities as identified by the following activities:

- a) Publications in peer-reviewed journals or conference proceedings in the candidate's professional field, or in the area of engineering education.
- b) Other publications in journals, conference proceedings, magazines and/or periodicals in the candidate's professional field, or in the area of engineering education.
- c) Authorship of textbooks or chapters of textbooks appropriate to the candidate's professional field, or in the area of engineering education.
- d) Contribution to, or editing of, books, technical papers or conference proceedings appropriate to the candidate's professional field, or in the area of engineering education.
- e) Successful completion of advanced courses directly relating to the candidate's professional field.
- f) Development and presentation of seminars, or organization/chairmanship responsibilities at technical symposia relevant to the candidate's professional field or departmental objectives.
- g) Presentation at professional conferences.
- h) Technical review of textbooks, and/or technical review of publications submitted to journals or conference proceedings in the candidate's professional field, or in the area of engineering education.
- i) Special advisor and/or reviewer of textbooks or publications for professional journals or publishers.
- j) Procurement and execution of research projects (i.e., grants and contracts) compatible with departmental, college and institutional objectives. This includes initiation and preparation of such proposals necessary to procure such projects, and includes projects seeking both internal and external funding.
- k) Attainment of professional registration in California in the candidate's professional field.
- l) Performance of consulting or professional engineering practice relevant to the candidate's professional field.
- m) Receipt of an outstanding engineering award and/or significant contributions to the

engineering profession, which have received formal recognition.

Documented evidence of the applicable activities from the above list must be submitted with the candidate's RTP submittal.

C. Service to the Department, College, and University Community

Since the last DRTP Committee evaluation, or since being hired into the department, the candidate must have demonstrated (at a level commensurate with his/her RTP action) continued, active, positive and effective service to the Mechanical Engineering Department, the College of Engineering and/or the University as identified by the following activities:

- a) Active participation in departmental activities such as service on departmental committees, coordination of accreditation activities, student recruitment, service as a laboratory director, and other significant activities.
- b) Coordination and cooperation with others teaching the same technical area, a course director's primary responsibility.
- c) Active participation in the improvement of the total Mechanical Engineering curriculum such as developing course objectives, preparing new applications of the course material, or other comparable activities.
- d) Active participation in College of Engineering or other University activities such as serving on a curriculum committee or graduate studies committee, promotion of high school and community college relations, service on the Faculty Senate or Faculty Senate committees, service in an administrative capacity or in a position of academic governance, and other comparable activities judged to be beneficial to the College or University.
- e) Active contributions to the greater community such as service learning, service on an Advisory Board to a high school Pre-Engineering program, participation in the organization and conduct of a community sponsored Science Fair, or other comparable activities.
- f) Active participation in professional societies including serving on society committees, holding society offices, organizing society conferences/events, or other comparable activities.
- g) Performance judged to be beneficial to the image of the University while on leave from teaching duties for such purposes as sabbatical leave, fellowships, overseas teaching and/or administrative assignment for the University, or visiting professor/scholar at another institution.

Following the submission of the RTP package, the members of the DRTP Committee will evaluate the significance, extent, and results of the candidate's accomplishments. Based on this evaluation, the members of the committee will vote for or against recommending reappointment, tenure and/or promotion. To receive a positive recommendation for reappointment, tenure, or promotion, a majority of the members of the DRTP Committee must vote affirmatively.

Evidence of inappropriate ethical conduct by the candidate during the evaluation period is considered a serious issue and may lead to a negative recommendation by the DRTP Committee, regardless of a candidate's performance in the three areas of evaluation identified in this section.

III.2. Criteria for Reappointment

To be recommended for reappointment, the candidate must demonstrate progress toward eventual compliance with the criteria for tenure as enumerated below in Section III.3. This must include, but is not restricted to, documentation of substantial compliance with the following criteria:

- a) Demonstrate effectiveness in the area of Teaching Effectiveness and Advising/Mentoring as evidenced by a rating of "satisfactory" to "good" for the criteria given in Section III.1.A, and show evidence of improvement to a level of effectiveness commensurate with that required for tenure. This will be aided by student evaluation (Section II.3) and peer evaluation (Section II.4) results. This determination will be made by members of the DRTP Committee. After receiving the RTP package, the DRTP Committee will meet and discuss the candidate's performance and accomplishments, and identify specific areas in which the candidate will be expected to improve.

The instructional assessment results (see Section II.3) will be used as a tool by the DRTP Committee. As a guideline for the candidate, he/she should rate "satisfactory" (or better) in the majority of the categories surveyed in the student questionnaire (see Appendix A).

- b) It is also expected that the candidate will demonstrate measurable progress in the area of Research, Scholarly and Professional Activity (Section III.1.B) and increasing involvement in the area of Service to the Department, College, and University Community (Section III.1.C).

Accomplishments to be considered when reviewing candidates for reappointment include only those since the candidate's last RTP evaluation. The candidate's package must cite evidence to document all claims in at least the following areas:

- Advancement along the PPDP
- Improvement/growth towards excellence in teaching
- Interactive involvement in student advising/mentoring
- Development of a specific area of recognized technical expertise or scholarship
- Continuing research, scholarly and professional activity
- Satisfactory performance of assigned related duties

It is of particular importance to show improvement in any area identified as a weakness in a prior RTP cycle.

III.3. Criteria for Tenure

A request for tenure is obligatory when a probationary faculty member has begun the last year of the probationary period. Recommendations for tenure are based on contributions made during the time period since the candidate's initial appointment in the department. All claims to accomplishments must be documented.

To be eligible for tenure, the candidate must satisfy each of the following criteria:

- a) Demonstrate effectiveness in the area of Teaching Effectiveness and Advising/Mentoring as evidenced by a rating of "good" to "very good" for the criteria given in Section III.1.A. This will be aided by student evaluation (Section II.3) and peer evaluation (Section II.4) results. This determination will be made by

members of the DRTP Committee. After receiving the RTP package, the DRTP Committee will meet and discuss the candidate's performance. At the request of either the candidate or the DRTP Committee, the candidate and the Committee may meet to discuss items of his/her accomplishments and performance.

The instructional assessment results (see Section II.3) will be used as a tool by the DRTP Committee. As a guideline for the candidate, he/she should rate "good" (or better) in the majority of the categories surveyed in the student questionnaire (see Appendix A). The general rating question will weigh approximately as heavily as the others combined.

- b) The candidate must also show evidence of significant contributions in the area of Research, Scholarly and Professional Activity (Section III.1.B), and leadership and/or noteworthy contributions in the area of Service to the Department, College, and University Community (Section III.1.C).

Accomplishments to be considered when reviewing candidates for tenure include only those since the candidate's initial appointment at Cal Poly Pomona. The candidate's package must cite evidence to document all claims in at least the following areas:

- Fulfillment of all Reappointment criteria
- Advancement along the PPDP
- Satisfaction of any requirements for tenure stipulated by the University in the initial appointment letter
- Ability to teach all courses in the candidate's area of expertise identified in the PPDP
- Long term promise to warrant award of the highest honor the University can bestow through distinction in teaching effectiveness, research, scholarly and professional activities, and service activities.

It is of particular importance to show improvement in any area identified as a weakness in a prior RTP cycle.

III.4. Criteria for Promotion to Associate Professor

A request for regular promotion to Associate Professor (applicable only to those hired at the rank of Assistant Professor) is not obligatory. Typically, a candidate (hired at the Assistant Professor rank) will apply for promotion to Associate Professor at the time he/she applies for tenure. All claims to accomplishments must be documented.

Effective teaching performance is the primary criterion on which the recommendation for promotion will be based. However, the candidate is also required to effectively demonstrate achievements in other areas identified in Section III.1 of this document. DRTP Committee members considering promotion must hold a rank higher than the faculty member being considered.

To be eligible for promotion to Associate Professor, the candidate must:

- a) Hold an earned Doctorate Degree in Engineering or related scientific field and have four (4) years combined teaching and professional experience, with at least one (1) year of professional engineering experience.

In some circumstances, a combination of academic and/or professional experience and accomplishments can be deemed equivalent to one year of professional engineering experience

by the DRTP Committee.

In addition, the candidate must:

- b) Demonstrate effectiveness in the area of Teaching Effectiveness and Advising/Mentoring as evidenced by a rating of "good" for the criteria given in Section III.1.A. This will be aided by student evaluation (Section II.3) and peer evaluation (Section II.4) results. This determination will be made by members of the DRTP Committee. After receiving the RTP package, the DRTP Committee will meet and discuss the candidate's performance. At the request of either the candidate or the DRTP Committee, the candidate and the Committee will meet to discuss items of his/her accomplishments and performance.

The instructional assessment results (see Section II.3) will be used as a tool by the DRTP Committee. As a guideline for the candidate, he/she should rate "good" (or better) in the majority of the categories surveyed in the student questionnaire (see Appendix A). The general rating question will weigh approximately as heavily as the others combined.

- c) The candidate must also demonstrate continued achievements in the area of Research, Scholarly and Professional Activity (Section III.1.B) and positive contributions in the area of Service to the Department, College, and University Community (Section III.1.C).

Accomplishments to be considered when reviewing candidates for promotion to Associate Professor include only those since the candidate's initial appointment at Cal Poly Pomona, or since the candidate's last promotion, whichever is more recent. The candidate's package must cite evidence to document all claims in at least the following areas:

- Fulfillment of all Reappointment criteria
- Advancement along the PPDP
- Teaching effectiveness, research, scholarly and professional activity, and service activity
- Appropriate combinations of academic degrees, professional registration, teaching experience at the college level, and pertinent professional experience
- Satisfaction of any requirements for promotion stipulated by the University in the initial appointment letter

It is of particular importance to show improvement in any area identified as a weakness in a prior RTP cycle.

III.5. Criteria for Promotion to Professor

A request for regular promotion to Professor is not obligatory. A request for such a promotion will only be considered if the candidate has served four (4) years in the rank of Associate Professor. Typically, a candidate will apply at the beginning of the fifth or subsequent year. Furthermore, promotion to Professor is possible only if the faculty member is tenured or is granted tenure at the time of promotion. All claims to accomplishments must be documented.

To be eligible for promotion to Professor, the candidate must:

- a) Hold an earned Doctorate Degree in Engineering or related scientific area, and have six (6) years combined teaching and professional experience, with at least one (1) year of professional engineering experience.

In some circumstances, a combination of academic and/or professional experience and accomplishments can be deemed equivalent to one year of professional engineering experience by the DRTP Committee.

In addition, the candidate must:

- b) Have tenure or satisfactorily meet all of the requirements for tenure.
- c) Demonstrate effectiveness in the area of Teaching Effectiveness and Advising/Mentoring as evidenced by a rating substantially better than "good" for the criteria given Section III.1.A. This will be aided by student evaluation (Section II.3) and peer evaluation (Section II.4) results. This determination will be made by members of the DRTP Committee. After receiving the RTP package, the DRTP Committee will meet and discuss the candidate's performance. At the request of either the candidate or the DRTP Committee, the candidate and the Committee may meet to discuss items of his/her accomplishments and performance.

The instructional assessment results (see Section II.3) will be used as a tool by the DRTP Committee. As a guideline for the candidate, he/she should rate "good" to "very good" (or better) in the majority of categories surveyed in the student questionnaire. The general rating question will weigh approximately as heavily as the others combined.

- d) The candidate must also show evidence of significant contributions in the area of Research, Scholarly and Professional Activity (Section III.1.B), and leadership and/or noteworthy contributions in the area of Service to the Department, College, and University Community (Section III.1.C).

Accomplishments to be considered when reviewing candidates for promotion to Professor include only those since the candidate's initial appointment at Cal Poly Pomona, or since the candidate's last promotion, whichever is more recent. The candidate's package must cite evidence to document all claims relating to the following areas:

- Fulfillment of all Reappointment criteria
- Advancement along the PPD
- Either be Tenured or be eligible for Tenure
- Appropriate combinations of academic degrees, professional registration, teaching experience at the college level, and pertinent professional experience
- Satisfaction of any requirements for tenure stipulated by the University in the initial appointment letter
- Promise as a contributing faculty member to warrant the most senior faculty rank through distinction in teaching effectiveness, research, scholarly and professional activities, and service activities.

It is of particular importance to show improvement in any area identified as a weakness in a prior RTP cycle.

III.6. Criteria for Early Tenure

Requests for early action in the granting of tenure, or promotion in academic rank for a candidate who is technically not yet eligible under the above enumerated criteria (Sections III.3, III.4 or III.5) will only be considered for truly outstanding candidates whose record is distinguished by exceptional achievement. Any such request for early tenure and/or promotion is subject to the following considerations and constraints.

Request for early tenure will not be considered unless the candidate will have completed two (2) years of full-time service at Cal Poly Pomona prior to the effective date of tenure. Moreover, the candidate must clearly exceed all stated requirements for tenure (see Section III.3) to be eligible for early tenure. In addition, the candidate must demonstrate excellent teaching performance and show evidence of exceptional accomplishments in both areas B and C of Section III.1 at a level above that expected of a normal candidate for tenure.

III.7. Criteria for Early Promotion to Associate Professor

Request for early promotion will not be considered unless the candidate will have completed two (2) years of full-time service at Cal Poly Pomona prior to the date of application for such action. The candidate must clearly exceed all stated requirements for promotion (see Section III.4) to be eligible for early promotion. In addition, the candidate must demonstrate excellent teaching performance and show evidence of important contributions and/or achievement in both areas B and C of Section III.1 at a level above that expected of a normal candidate for promotion to associate professor.

III.8. Criteria for Early Promotion to Professor

Request for early promotion will not be considered unless the candidate will have completed two (2) years of full-time service at Cal Poly Pomona before the effective date of early promotion. The candidate must clearly exceed all stated requirements for promotion (see Section III.5) to be eligible for early promotion. In addition, the candidate must demonstrate excellent teaching performance and show evidence of exceptional contributions and/or achievement in both areas B and C of Section III.1 at a level above that expected of a normal candidate for promotion to full professor.

IV. APPENDIX

A. Student Evaluation Forms

There is a separate evaluation form for lecture courses and laboratory/activity courses. The following questions are to be included on the Student Evaluation Forms. Answers to these questions are to be as follows: 1 = “very good”, 2 = “good”, 3 = “satisfactory”, 4 = “poor”, and 5 = “very poor”.

Student Evaluation Form Questions — Lecture:

1. How effectively does the instructor organize and structure this course?
2. How well does the instructor prepare for classes?
3. How well does the instructor define and meet the objectives of the course?
4. How well does the instructor inspire interest in the subject matter?
5. How well does the instructor communicate knowledge of the subject?
6. How effectively does the instructor respond to student questions?
7. How effectively are the black/white board and other visual aids used?
8. How available is the instructor to students for consulting during scheduled office hours?
9. How would you rate this instructor compared to other instructors?

Student Evaluation Form Questions — Laboratory/Activity:

1. How well does the instructor prepare for lab?
2. How well does the instructor define and meet the objectives of the lab?
3. How well does the instructor inspire interest in the lab?
4. How helpful and available is the instructor for consulting during lab and office hours?
5. How would you evaluate the time spent outside of lab for data analysis and report writing?
6. How clearly were the experimental procedures/directions written?
7. Were graded lab reports returned in a timely fashion for future use and feedback?
8. How would you rate this instructor compared to other instructors?

B. Implementation of Peer Evaluation

Peer evaluations shall be conducted in accordance with Policy 1328 of the University Manual. At present, the University requires a minimum of two (2) peer evaluations per year. All such evaluations will include a classroom visit of no less than 50 minutes, and an examination and review of the course syllabus as well as other pertinent materials such as student assignments, handouts and visual aids. The Peer evaluation must be summarized in a written report using the Peer Evaluation Form (see Appendix C, below). It is to be communicated to the faculty member within two (2) weeks of the classroom visit and signed by both the evaluator and candidate. The candidate must sign the evaluation form and has the right to respond in writing to the peer evaluation within ten (10) working days of receiving the evaluation.

C. Peer Evaluation Form**California State Polytechnic University, Pomona
Mechanical Engineering Department****Class Visitation Evaluation Sheet**

Name of Instructor: _____

Class Visited: _____ Room Number: _____

Date and Time of Class Visit: _____

Before visiting an instructor's class, give him/her a note or memo requesting a copy of the course syllabus. Attach the syllabus to this form. Also, inform him/her when you will be visiting the class. Please discuss your visit and evaluation with the instructor as soon as possible.

1. When you visited the class, did the lecture topic roughly agree with the syllabus? YES NO
COMMENTS:

2. Was the instructor well prepared? YES NO
COMMENTS:

3. Was the instructor effective in explaining the course material YES NO
COMMENTS:

4. Did the instructor make satisfactory use of the class period? YES NO
COMMENTS:

5. General comments on the instructor's strong points:

6. Suggestions for improvement:

Evaluator: _____ Evaluator Signature: _____

Instructor Signature: _____ Date of Discussion: _____