



CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

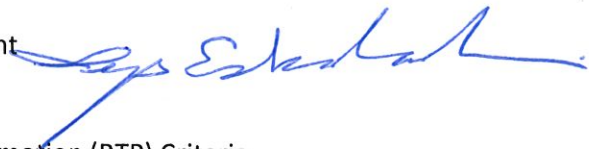
Associate Vice President

Academic Planning, Policy, and Faculty Affairs

Date: August 31, 2017

To: Dennis Quinn, Chair
Interdisciplinary General Education Department

Copy: Sylvia Alva, Provost & Vice President for Academic Affairs
Jeff Passe, Dean, College of Education and Integrative Studies

From: Sep Eskandari, Interim Associate Vice President
Academic Planning and Faculty Affairs 

Subject: Department Reappointment, Tenure, and Promotion (RTP) Criteria

Dear Dr. Quinn:

I approve the Interdisciplinary General Education Department RTP Criteria document for academic years 2017-2018 through 2021-2022. Your document complies with most aspects of University policies and the provisions of the Unit 3 Collective Bargaining Agreement (CBA). Please note that in case of any deviations from either University policies or the CBA, the CBA takes first precedence, University policies take second precedence, and the department RTP criteria take last precedence.

For future revisions of your department RTP criteria document, please ensure that references to University policies use the new numbering system adopted. Please note that, for consistency of the University Manual, many policies have recently been renumbered. The most common ones related to RTP matters are:

Policy 1328 (formerly Appendix 16): Reappointment, Tenure, and Promotion Policy and Procedures
Policy 1329 (formerly Appendix 10): Student Evaluation of Teaching

For additional information, please see:

<http://www.cpp.edu/~academic-programs/univ-manual/overview/academic-manual.shtml>

Thank you for your commitment to faculty mentoring and evaluation. RTP matters are among the most important activities undertaken at academic institutions. At any time, please do not hesitate to contact me if there is any information or help I can provide to facilitate your success.

Sincerely and best wishes,

Sep Eskandari, Ph.D.

Interim Associate Vice President for Academic Planning and Faculty Affairs

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Spring | 16

Retention, Tenure, and Promotion Document

Interdisciplinary General Education (IGE)

College of Education and Integrative Studies

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I. Introduction

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

The Collective Bargaining Agreement requires that a tenure-track faculty member be provided a copy of the Department RTP Criteria Document within two weeks of the start of their first 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 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.

A. Definitions

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

1. **Candidate** refers to a faculty member who is under consideration for reappointment, tenure, or promotion action in the current cycle.
2. **RTP Committee** members must be full-time tenured faculty members. Department RTP Committee (DRTPC) members are elected by the tenured and probationary faculty. A faculty member on professional leave (sabbatical or difference-in-pay) may serve if elected and willing. A tenured faculty member who will be a candidate for promotion may be elected, but may only participate on reappointment cases – may not participate in promotion or tenure recommendations. (See also Appendix 16 sections 305.114, 305.300, 305.400, 305.500).

- 1 3. **Criteria** are the expectations articulated in the department RTP criteria document and in
2 Appendix 16. Criteria define what a candidate must achieve in order to be positively
3 recommended for reappointment, tenure, or promotion. Criteria documents contain
4 procedural information as well; however, it is important to distinguish between criteria and
5 rules/ procedures. Department RTP Criteria are adopted by a majority vote of the tenured
6 and probationary faculty, submitted to the dean and the College RTP Committee for review
7 and comment, and ultimately approved by the president or his designee. (See also Appendix
8 16 section 305.200)
- 9 4. A **probationary year** of service is any three quarters in a period of four consecutive quarters.
10 The first probationary year begins with the first fall term of appointment.
- 11 5. A faculty member is **eligible to apply for tenure** at the beginning of the sixth probationary
12 year. An application for tenure prior to the sixth probationary year is an application for **early**
13 **tenure**.
- 14 6. A faculty member is **eligible to apply for the first promotion** at the time they apply for
15 tenure. Once tenured, the faculty member is **eligible for a subsequent promotion** after
16 having served four years in the current rank. Applications for promotion prior to having
17 attained eligibility are applications for **early promotion**.
- 18 7. **Criteria for early actions** shall place emphasis on teaching ability and accomplishment, and
19 shall require exceptional performance or extraordinary qualifications with regard to
20 professional activities, and university service.
- 21 8. **Student evaluation of teaching** is governed by Appendix 10 of the University Manual.
- 22 9. **Peer evaluation of teaching** is the responsibility of the Department RTP Committee and
23 includes a classroom visit, review of course syllabus & other teaching materials, and a written
24 report.
- 25 10. A **candidate for reappointment must use the Department RTP criteria** in effect at the
26 time of the candidate's initial probationary appointment. *Current* procedures and policies
27 apply.
- 28 11. A **candidate for tenure or promotion may choose between the criteria** in effect at the time
29 of the initial probationary appointment and those in effect at the time of the request for action.
30 In any case, *current* procedures and policies apply. A candidate requesting both tenure and
31 promotion must choose a single set of criteria for both actions.
32

33 **B. IGE Department Philosophy**

34
35 The Interdisciplinary General Education Department (IGE) provides an integrated undergraduate
36 general education experience that prepares participants to lead globally conscious, socially
37 responsible, productive, satisfying, and ethical lives in a changing diverse world. At the heart of IGE
38 is the concept of a learning community where participants from diverse academic, cultural, and
39 personal perspectives explore the depth and breadth of human experience. The IGE curriculum
40 examines ideas and experience through interdisciplinary and comparative methods, fostering
41 participants' ability to make original connections and appreciate complex inter-relationships. We
42 believe that understanding the interrelationships of class, ethnicity, gender, culture, nationality, race,
43 religion and sexuality is imperative for learning to live in a modern, multicultural society. The IGE
44 Department emphasizes the integration of diverse histories, perspectives, and interests, as well as
45 reflection about one's personal experiences and values. We strive for our learning community to
46 provide a supportive environment that empowers each participant to communicate honestly, listen
47 without judgment, respect differences, and embrace the joyous exploration that is true learning.
48

49 IGE faculty members demonstrate excellence in teaching, contribute to the development and
50 assessment of educational programs, promote alternative models of learning, and contribute
51 professionally to organizations and institutions in their areas of interest. They have the ability to

1 reinvent and restructure institutional boundaries and educational programs by implementing effective
2 new approaches and techniques to serve all people. They are encouraged to serve as advocates for
3 their professions and communities in ways that will advance the civic goals of all humankind and the
4 rights for all people. As innovative and sensitive agents of change, IGE faculty are teacher-scholars
5 who address the varied issues and problems facing general education at a large state polytechnic
6 university, as well as the diverse needs of California, the United States, and the global community.

7
8 IGE approaches evaluation of faculty as an important responsibility of our learning community, as a
9 praxis of mutual mentoring and critical self-reflection rather than a checklist using quantifiable
10 scores. The purpose of the RTP process is to encourage professional growth in enlightened ways that
11 will advance the abilities of the candidate and enhance the development of the department. This
12 means that the IGE RTPC evaluates candidates for RTP action primarily using interpretive means that
13 are flexible and specific to each candidate's strengths and areas for further development. This
14 process, in turn, will support the student body, the campus community, and the greater society.

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II. Procedures

A. Reference to Appendix 16

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

B. Department RTP Procedures

The Department RTP Committee will be elected by the probationary and tenured members of the department during winter quarter to serve in the following academic year. At least one member of the Department RTP Committee should have taught in IGE.

The tenured and probationary faculty members shall decide annually whether the Chair of the department will serve on the Department RTP committee. If chair is not a member of the committee, then he/she shall write a separate evaluation of the candidate. Non-tenured chairs or chairs who are candidates for RTP action are not eligible to be members of the RTP committee, or to write a separate evaluation.

The DRTPC chair shall have the following responsibilities:

- Fall quarter:
 - Implements the procedures of the RTP document and ensures the integrity of the RTP process within the department.
 - 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 and preparing packages.
 - Posts announcements soliciting information regarding candidates for RTP action
 - Informs Faculty Affairs of requests.
 - Ensures that packages are complete.
 - Provides the department recommendation to the candidate.
 -
- Throughout the year:
 - Develop a calendar and schedule meetings of the DRTP committee.
 - Consult as needed with candidates, and appropriate university and union personnel.
 - Ensure that peer evaluations are conducted for all faculty members who will be candidates for RTP action in the future.
 - Ensure that reports are provided to candidates in a timely manner.
 - Report omissions or problems with the DRTP document to the IGE Department chair for possible revision.

C. Student Evaluation of Teaching

1. Instructors will conduct student evaluations in all classes taught per academic year.
2. The date that the in-class student evaluations of teaching will be conducted shall be determined by the faculty member.
3. All packets of blank evaluation forms will include a copy of the IGE Department's approved "Instructions for Proctors," number 2 pencils, and blank paper for additional written

- 1 comments from students. The “Instructions for Proctors” form is included as Appendix D of
2 this document.
- 3 4. IGE instructors teaching a course in another department will be evaluated using the approved
4 form for that unit. It is the responsibility of the candidate to provide question forms in the
5 RTP package for all appropriate student assessment of teaching results.
- 6 5. The IGE Department chair each quarter shall review all student evaluations of teaching.
7 Candidates are encouraged to meet regularly with the Chair to discuss and interpret the
8 results.
- 9 6. Each fall quarter the Department RTP chair will be responsible for soliciting student feedback
10 on candidates for RTP action. The request will be posted in the IGE office and announced in
11 IGE classes, identify the candidate and requested action, and give procedures for submitting
12 signed feedback to the members of the DRTP committee.

14 ***D. Peer Evaluation of Teaching***

- 15 1. Instructors in IGE classes shall be evaluated using the “IGE Peer Observation of Teaching
16 Guidelines,” attached as Appendix E to this document.
- 17 2. IGE instructors teaching a course in another department will be evaluated using the approved
18 peer observation guidelines for that unit. It is the responsibility of the candidate to include
19 copies of all appropriate guidelines in the RTP package.
- 20 3. The classes to be observed shall be jointly determined in consultation between the candidate
21 and the Department Chair. In the event of a disagreement, each party shall select 50% of the
22 total courses to be evaluated.
- 23 4. The colleague who will conduct the observation shall be jointly determined in consultation
24 between the candidate and the Department Chair. In the event of a disagreement, two
25 colleagues will conduct observations of the candidate’s teaching. One observer will be
26 chosen by the candidate and one by the Chair.
- 27 5. The date that the observation of teaching shall be conducted will be jointly determined in
28 consultation between the candidate and the peer observer. The Department Chair will be
29 responsible for resolving any disagreement.
- 30 6. The candidate will provide the peer observer with copies of the course syllabus and materials.
- 31 7. The peer observer is responsible for attending the entire class period chosen for evaluation.
- 32 8. The peer observer’s report should be submitted to the candidate, the IGE Chair and the DRTP
33 Chair within two weeks of the class observation.
- 34
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1 **E. Positions other than Teaching**

2
3 Candidates and Future Candidates serving in administrative positions or performing administrative
4 duties, serving in positions of academic governance, or on leave (see also Appendix 16, section
5 305.201).

- 6 1. Candidates who are away from campus during the academic year in which they must/may
7 apply for action shall observe the same procedures and timelines as candidates in residence.
8 Candidates may provide their RTP requests by fax, and must provide fax numbers or
9 addresses to be used for sending recommendations to candidates. It will be the candidate's
10 responsibility to meet all deadlines.
- 11 2. Individuals who accept positions outside of their departments while they are still eligible for
12 RTP action must ensure that they understand department expectations during the time they
13 are away. This Department RTP document does not articulate expectations for these
14 exceptional situations. Should such a case arise, the candidate and the DRTPC shall commit
15 to writing an interpretation of the department criteria in light of the special circumstances.
16 This memorandum of understanding shall be approved by the dean, URTPC chair, and
17 Associate Vice President for Faculty Affairs.

18
19

III. Criteria for RTP Action

A. Elements of Performance and Evaluation

Candidates for RTP action are evaluated in three areas: teaching, scholarly and creative activities, and service. This section provides an overview of the types of work that may be submitted as evidence and how accomplishments in each area shall be evaluated.

The types of evidence should not be construed as a checklist to be followed; rather, they represent the variety and breadth of different ways that a candidate may choose to develop their capacities in instruction, scholarly and creative activity, and service, and may include, but are not limited to the types of evidence listed. Candidates should focus on work activities most appropriate to their own expertise and professional goals.

The IGE Department encourages candidates to balance their efforts in teaching, scholarly and creative activity, and service since these areas form the foundation of a successful career as a teacher/scholar at a comprehensive public university.

1. Teaching

Evaluation of teaching may include but is not limited to consideration of the following types of evidence:

- a. Knowledge of the IGE philosophy, mission, goals, and learning outcomes (attached as Appendices A and B of this document)
- b. Pedagogical development through participation programs related to teaching and learning
- c. Observation of mechanics of instruction (grade records, due dates, book ordering, office hours, etc.)
- d. Effective use of interdisciplinary, integrative, multicultural and active learning pedagogical strategies
- e. Work with students as an academic advisor, mentor, project coordinator, thesis director or member of a graduate thesis committee
- f. Innovation in teaching and learning strategies, including incorporation of new technologies, service learning, universal design, etc.
- g. Versatility in teaching a variety of courses
- h. Participation in IGE Arts Events, Projects Fairs, and other community learning activities of the department
- i. Contributions to curriculum development
- j. Contributions to classroom assessment and program assessment
- k. Ability to team teach effectively with a variety of partners
- l. Instructional lectures or presentations in other departments or units in the university, or at other educational or community institutions
- m. Other activities that demonstrate the candidate's instructional expertise

The IGE RTP shall use the follow modes of reporting to evaluate teaching quality:

- Candidate's self-assessment of teaching
- Student instructional evaluation forms
- Reports of peer observations of classroom teaching

- 1 • Signed, written evaluations from students, peers, and/or professional colleagues
- 2 • Reviews of candidate's teaching materials in at least two courses (unless the teaching
- 3 load was less) during the academic year preceding the current RTP review
- 4

5 **2. Scholarly and Creative Activities**

6 Evaluation of Scholarly and Creative Activities may include but is not limited to
7 consideration of the following types of evidence:

- 8
- 9 a. Maintaining currency of knowledge in the candidate's chosen fields through on-
- 10 going research activities
- 11 b. Participating in faculty development programs related to the enhancement of
- 12 scholarly and creative activity
- 13 c. Peer reviewed publications and creative activity
- 14 d. Other publications and creative activity
- 15 e. Editing or compiling works for publication
- 16 f. Serving as a peer reviewer/referee for journals or publishers
- 17 g. Attending scholarly and professional conferences
- 18 h. Organizing and/or serving as a chair, moderator or discussant in panels at
- 19 scholarly and professional conferences
- 20 i. Presenting scholarly and/or creative work at professional conferences
- 21 j. Organizing scholarly and professional meetings or conferences
- 22 k. Awards, special honors, and appointments in recognition of scholarship or
- 23 creative activity
- 24 l. Writing or receiving grants for research and creative activity
- 25 m. Other evidence that demonstrates the candidates' accomplishments in research,
- 26 scholarship, and creative work.
- 27

28 The IGE RTPC uses the following modes of reporting in evaluating the quality of
29 scholarly/professional activity:

- 30 • Candidate's self assessment of professional activity
- 31 • Written evaluations from peers and colleagues with expertise in the subject areas
- 32 • Reviews of works
- 33 • Citations of candidate's work in other scholarly work
- 34 • Awards, fellowships, grants or other special recognition of scholarly and creative work
- 35 • Other evidence of the originality or impact of the candidate's scholarly and creative work
- 36

1 **3. Service**

2 Evaluation of service shall include contributions to the Department, the College, the
3 University, and to the community at large. Evaluation may include but is not limited to
4 consideration of the following types of evidence:

5 **a. Department Level**

- 6 1) Working on department committees
- 7 2) Serving as a course sequence coordinator
- 8 3) Serving as coordinator of the Arts Events Package
- 9 4) Maintaining the department web site
- 10 5) Serving as department chair or assistant chair
- 11 6) Contributing to department staff meetings
- 12 7) Contributing to torch passing meetings
- 13 8) Organizing department retreats
- 14 9) Contributing to department programmatic development
- 15 10) Writing and/or receiving grants to support IGE's mission and/or goals
- 16 11) Representing the department to the college, the university, the academic
17 community, and the general public
- 18 12) Other work that advanced the mission and/or goals of IGE

19 **b. College and University Level**

- 20 1) Serving on college and/or university committees and special task forces
- 21 2) Representing the campus at system-wide committees, or statewide organizations
22 or special committees
- 23 3) Serving in part-time or full-time administrative positions
- 24 4) Contributing to the intellectual life of the campus community through
25 participation on symposia and forums
- 26 5) Serving as an advisor or advocate for student organizations, campus cultural and
27 gender centers, office of student life, and other student groups
- 28 6) Assuming leadership roles in faculty governance, CFA, and faculty organizations
- 29 7) Assuming leadership in the university-wide development of general education,
30 interdisciplinary or integrative studies, and assessment
- 31 8) Other work that advances the mission and/or goals of Cal Poly Pomona

32 **c. Community and Professional Level**

- 33 1) Contributions to the membership, boards, committees, commissions, professional
34 associations, etc. including off-campus community organizations
- 35 2) Collaborating with other institutions and organizations on educational, research,
36 creative, or community projects
- 37 3) Speaking, consulting, mediating, or serving as an advocate for civic institutions
38 or organizations
- 39 4) Work on boards and committees of professional organizations
- 40 5) Work as a consultant to community, educational or other institutions

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1 The IGE RTP committee uses the following modes of reporting to evaluate the quality of
2 service to the university and community:

- 3 • Candidate’s self-assessment of service
- 4 • Signed, written documentation and/or other forms of personal communication from
5 individuals who are in a position to address the quality of the faculty member’s
6 contribution
- 7 • Reports in public news media
- 8 • Election and/or appointment to positions in professional or community organizations
- 9 • Awards, honors and other forms of special recognition for contributions
- 10 • Grants or special funding support for projects

11 12 **B. Criteria for Reappointment**

13
14 The candidate should provide evidence in the areas of teaching, scholarly and professional
15 activity, and service that satisfactory progress is being made toward the criteria for attaining
16 tenure. The evidence may include but is not limited to:

17 18 **1. Teaching**

- 19 a. Student teaching evaluations and peer observations of teaching demonstrate positive
20 contributions to student learning. The candidate shall address areas for improvement.
21 Peer reviews of teaching have at least equal weight to student evaluations as evidence of
22 the candidate’s teaching effectiveness.
- 23
24 b. The candidate demonstrates a growing understanding of active learning pedagogy, which
25 may incorporate interdisciplinary, integrative and multicultural strategies.
- 26
27 c. The candidate keeps regular office hours and appointments, and observes the mechanics
28 of instruction.
- 29
30 d. The candidate demonstrates a growing understanding of the IGE curriculum and learning
31 outcomes, and the ability to teach a variety of IGE courses independently and/or with a
32 teaching partner.
- 33
34 e. The candidate demonstrates a growing understanding of how the IGE curriculum satisfies
35 university general education requirements.
- 36
37 f. A record of serving as a scholarly resource for IGE course or curriculum development in
38 his/her area of expertise
- 39
40 g. The candidate contributes material from current scholarship in his/her field to discussions
41 about the development of the IGE curriculum.
- 42
43 h. The candidate demonstrates a growing understanding of assessment practices and
44 instruments.
- 45
46 i. The candidate has identified appropriate goals for the development of pedagogical
47 expertise and teaching repertoire, and demonstrates ongoing development of pedagogical
48 skills.

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2. Scholarly and Professional Activity

- a. The candidate has identified appropriate goals for scholarly and creative activity. Goals should include the production and dissemination of original work in the candidate's area(s) of expertise.
- b. The candidate has provided evidence of participation in appropriate scholarly and professional organizations.

3. Service

- a. For reappointment to the third probationary year, the candidate has provided evidence of contributions to service activities in at least two levels of service (department, college, university, community)
- b. For reappointment to the fifth or greater probationary year, the candidate has provided evidence of contributions to service activities at three or more levels (department, college, university, or community)
- c. The candidate demonstrates a growing understanding of the university mission and organizational structure based on discussion of service activities
- d. The candidate demonstrates a growing capacity to contribute to the achievement of IGE's mission and/or goals.

C. Criteria for Tenure

A candidate for tenure should demonstrate a balanced record of contributions in teaching, scholarship and professional activity, and service. He/she should have successfully established a foundation for a productive career as a teacher/scholar at a comprehensive public university.

A candidate for tenure will be expected to have a record, which may include but is not limited to:

1. Teaching

- a. Student teaching evaluations and peer observations of teaching demonstrate a positive record of contributions to student learning. Any significant deficiencies in teaching identified by the IGE RTP committee in previous evaluations for reappointment shall have been addressed.
- b. An advanced understanding of the principles and practices of integrative, interdisciplinary, and multicultural education
- c. A record of effectively following university policies and procedures regarding office hours and the mechanics of instruction

- 1 d. The ability to independently teach at least four courses in the IGE Department
2
3 e. The ability to team teach successfully, as demonstrated by mutually positive experiences
4 with at least 2 teaching partners
5
6 f. A record of incorporating scholarship from the candidate’s areas of expertise into his/her
7 teaching
8
9 g. A record of serving as a scholarly resource for IGE course or curriculum development in
10 his/her area of expertise
11
12 h. The ability to conduct classroom assessment, interpret results, and develop strategies to
13 improve learning
14
15 i. A record of participation in program assessment activities and contributing to the
16 development of strategies to improve learning
17
18 j. The ability to advise students on how IGE satisfies university GE requirements
19

20 **2. Scholarship and Professional Activity**

21
22 If, at the time of initial appointment, the candidate did not have the terminal degree
23 for his/her area of specialty, and the initial appointment letter calls for obtaining this
24 terminal degree by the time the decision is made for granting of tenure, then the
25 candidate shall possess the terminal degree.
26

27 Research or creative activity beyond the terminal degree is expected. The candidate must
28 demonstrate significant and/or ongoing contributions to his or her professional field(s) in at
29 least three of the following areas of scholarly and creative activity. At least one contribution
30 should be peer-reviewed original work.
31

- 32 a. Publication (paper or electronic) of original scholarly or creative work in a journal,
33 anthology or book related to his/her professional field(s)
34
35 b. Publication (paper or electronic) of encyclopedia entries, book reviews, review essays,
36 expository essays, etc. for a scholarly or popular reader
37
38 c. Publication, exhibition, performance or other public display of a creative work
39
40 d. Obtained internal/external funding to support a initiation of a new research program or
41 completion of an established project
42
43 e. Presented papers and actively participated in panels, conferences or symposia in the area
44 of her/his specialty at the local and national level
45
46 f. Served in an editor or consultant (editor, peer review board of journals, etc.) for a
47 regional or national enterprise
48

- 1 g. Actively participated in faculty development programs and professional/academic
- 2 associations
- 3
- 4 h. Made other recognized contributions to her/his field and/or the wider community.
- 5

6 **2. Service**

7 The candidate for tenure will be expected to demonstrate:

- 8
- 9 a. An understanding of the mission of the university, and the role of the university in the
- 10 wider community
- 11
- 12 b. Contributions toward achieving the mission of IGE through participating in work in at
- 13 least 3 levels of service (department, college, university, and community)
- 14
- 15 c. Contributions toward achieving the mission and/or goals of Cal Poly Pomona through
- 16 participating in work in at least 3 levels of service (department, college, university, and
- 17 community)
- 18
- 19

20 ***D. Criteria for Promotion to Associate Professor***

21

22 A candidate for promotion to associate professor should demonstrate a balanced record of

23 contributions in teaching, scholarship and professional activity, and service. He/she should have

24 successfully established a foundation for a productive career as a teacher/scholar at a comprehensive

25 public university.

26

27 A candidate for associate professor will be to have a record commensurate with promotion, which

28 may include but is not limited to the following:

29

30 **1. Teaching**

- 31 a. Student teaching evaluations and peer observations of teaching demonstrate a positive
- 32 record of contributions toward achieving IGE's learning outcomes. Any significant
- 33 deficiencies in teaching identified by the IGE RTP committee in previous evaluations for
- 34 reappointment shall have been addressed. Short-term goals in the area of teaching have
- 35 been met, and long-term goals are either completed or have achieved satisfactory
- 36 progress.
- 37
- 38 b. An advanced understanding of the principles and practices of integrative,
- 39 interdisciplinary, and multicultural education
- 40
- 41 c. A record of effectively following university policies and procedures regarding office
- 42 hours and the mechanics of instruction
- 43
- 44 d. The ability to independently teach at least four courses in the IGE Department
- 45
- 46 e. The ability to team teach successfully, as demonstrated by mutually positive experiences
- 47 with at least 2 teaching partners

- 1
2 f. Contributions to the IGE curriculum of material from current scholarship in the
3 candidate's areas of expertise
4
5 g. The ability to conduct classroom assessment, interpret results, and apply them to improve
6 learning
7
8 h. A record of participation in program assessment activities and applying results to
9 improve learning
10
11 i. The ability to advise students on how IGE satisfies university GE requirements
12

13 2. Scholarship and Professional Activity

14
15 Scholarly activities and professional development require evidence of achievement of short-
16 term objectives and of ongoing progress toward long-term goals. If, at the time of initial
17 appointment, the candidate did not have the terminal degree for his/her area of specialty, and
18 the initial appointment letter calls for obtaining this terminal degree by the time the decision
19 is made for granting of tenure, then the candidate shall possess the terminal degree.
20

21 Research or creative activity beyond the terminal degree is expected. The candidate must
22 demonstrate significant and/or ongoing contributions to his or her professional field(s) in at
23 least three of the following areas of scholarly and creative activity. At least one contribution
24 should be peer-reviewed.
25

- 26 a. Publication in a peer-reviewed journal, anthology, book or other works related to his/her
27 professional field(s)
28
29 b. Exhibition, performance, or other public display of a creative work
30
31 c. Obtained internal/external funding to support a new research program or complete an
32 existing project
33
34 d. Presented papers and actively participated in panels, conferences or symposia in the area
35 of her/his specialty at the local and national level
36
37 e. Served in an editorial capacity (editor, peer review board of journals, etc.) for a regional
38 or national enterprise
39
40 f. Served as an expert consultant, witness or spokesperson in the area of expertise
41
42 g. Actively participated in faculty development programs and professional/academic
43 associations
44
45 h. Made other recognized contributions to her/his field and/or the wider community.
46
47

1 **3. Service**

2 The candidate for tenure will be expected to demonstrate:

- 3
- 4 a. An understanding of the structure of the university, and the role of the university in the
- 5 wider community
- 6
- 7 b. Contributions toward achieving the mission and goals of IGE through participating in
- 8 work in at least 3 levels of service (department, college, university, and community)
- 9
- 10 c. Contributions toward achieving the mission and goals of Cal Poly Pomona through
- 11 participating in work in at least 3 levels of service (department, college, university, and
- 12 community)
- 13
- 14 d. An awareness of the candidate’s strengths in the area of service, and short and long terms
- 15 plans for leadership in those areas.
- 16
- 17

18 **E. Criteria for Promotion to Professor**

19 A candidate for professor is expected to exhibit consistent effectiveness in and mastery of his/her

20 teaching and must have corrected any areas of improvement identified in previous evaluations. New

21 areas for growth are continuously being established and pursued. The candidate’s record may include

22 but is not limited to the following:

23 **1. Teaching**

24 In the area of teaching, the candidate must also show evidence of the following:

- 25
- 26 a. **Sustained excellence** in teaching as recognized by students, peers, and/or professional
- 27 colleagues, including the integration of a variety of principles and practices of innovative
- 28 interdisciplinary teaching and learning
- 29
- 30 b. Leadership in exploring and developing principles and practices of integrative,
- 31 interdisciplinary and multicultural education
- 32
- 33 c. Leadership in the assessment and further development of IGE
- 34
- 35 d. The ability to teach, independently or as a team, at least five courses in the IGE
- 36 Department
- 37
- 38 e. Ability to serve the advising needs of IGE students and campus advisors
- 39

1 **2. Scholarship and Professional Activity**

2 Scholarship and creative activity demonstrate productivity and growth. The candidate should
3 demonstrate how his/her original work has advanced knowledge or understanding in the
4 area(s) of expertise. The candidate must demonstrate a commitment to the development of
5 his/her professional expertise through original research and/or creative activity and
6 dissemination of new work. At least one contribution should be in a peer-reviewed forum.

- 7
- 8 a. Publication in journals, anthologies, books or other works related to her/his academic or
9 professional field
- 10
- 11 b. Exhibitions, performances, or other public display of creative works
- 12
- 13 c. Internal/external funding to support the initiation of new projects and/or the completion
14 of existing ones
- 15
- 16 d. Organization and participation in panels, conferences or symposia in the area of
17 candidate’s specialty at local, national and/or international levels
- 18
- 19 e. Editorial activity (e.g. editor or peer review board of journals),
- 20
- 21 f. Witness or advocacy work on behalf of disciplinary field or social justice issues
- 22
- 23 g. Leadership in faculty development programs and professional/academic associations
- 24
- 25 h. Other creative contributions to the area of the candidate’s specialty

26 **3. Service**

27 Evaluation of the service component requires evidence of leadership and significant
28 committee activity. In addition, the evidence presented by the candidate should clearly
29 indicate that the candidate would continue efforts in the area of service.

- 30
- 31 ○ Evidence of leadership in achieving IGE’s mission and/or goals.
- 32
- 33 ○ Evidence of leadership in achieving Cal Poly Pomona’s mission and/or goals.
- 34
- 35

36 **F. Criteria for Early Tenure**

37

A tenure-track faculty member may request early tenure in accordance with the regulations in the CFA/CSU Contract and Appendix 16. The candidate uses the criteria of the approved IGE DRTP document in effect at the time of initial appointment or that in effect during the year of the request for RTP action. The IGE DRTPC requires that the candidate will meet all criteria for normal RTP action in an exceptional fashion: that is, the expectations of performance are substantially higher than the criteria for regular tenure. In addition, the earlier the requested tenure, the more exceptional must be the performance. This excellence must be documented in all categories: teaching, professional activities, and service to the university and community. Early tenure is an extraordinary action that requires extraordinary evidence.

1 **1. Teaching**

2 Exceptional teaching performance - Evidence may include but is not limited to leadership in
3 the development of successful pedagogical strategies, development of new courses or
4 curriculum, development of innovative assessment strategies, and/or recognition by the
5 University, College or Department for exceptional or outstanding teaching, student advising,
6 curriculum development, or assessment.

7 **2. Scholarship and Professional Activity**

8 Exceptional accomplishments in scholarly and creative activities - Evidence may include but
9 is not limited to publications, leadership in professional organizations, grants and/or
10 recognition of scholarly or creative activity by peers or professional organizations.

11 **3. Service**

12 Exceptional service to University, College or Department - Evidence may include but is not
13 limited to being chair of the department or active committees, taking a leadership role in
14 advancement activities, or special recognition for outstanding service by the Department,
15 College or University.

16
17
18
19 **G. Criteria for Early Promotion to Associate Professor**

20
21 A tenure-track faculty member may request early promotion in accordance with the regulations in the
22 CFA/CSU Contract and Appendix 16. The IGE DRTPC requires that for the period under review, the
23 candidate will meet all criteria for normal RTP action in an exceptional fashion: that is, the criteria of
24 performance must be higher than the criteria for regular promotion. Early promotion requires clear
25 evidence that not only has excellence been achieved, but that the candidate substantially exceeds the
26 standards and expectations of the department for regular promotion. In addition, the earlier the
27 requested promotion, the more exceptional must be the performance. This excellence must be
28 documented in all categories: teaching, professional activities, and service to the university and
29 community. Early promotion may or may not result in skipping one or more steps on the salary scale.
30 Early promotion is an extraordinary action that requires extraordinary performance.

31 **1. Teaching**

32 Exceptional teaching performance - Evidence may include but is not limited to leadership in
33 the development and/or dissemination of successful pedagogical strategies, development of
34 new courses or curriculum, development of innovative assessment strategies, and/or
35 recognition by the University, College or Department for exceptional or outstanding teaching,
36 student advising, curriculum development, or assessment
37

38 **2. Scholarship and Professional Activity**

39 Exceptional accomplishments in scholarly and creative activities - Evidence may include but
40 is not limited to publications, leadership in professional organizations, grants and/or
41 recognition of scholarly or creative activity by peers or professional organizations.

1 **3. Service**

2 Exceptional service to University, College or Department - Evidence may include but is not
3 limited to being chair of the department or active committees, taking a leadership role in
4 advancement activities, or special recognition for outstanding service by the Department,
5 College or University.
6

7 **H. Criteria for Early Promotion to Professor**

8
9 A tenure-track faculty member may request early promotion in accordance with the regulations in the
10 CFA/CSU Contract and Appendix 16. The IGE DRTPC requires that for the period under review, the
11 candidate will meet all criteria for normal RTP action in an exceptional fashion: that is, the criteria of
12 performance must be higher than the criteria for regular promotion. Early promotion requires clear
13 evidence that not only has excellence been achieved, but that the candidate substantially exceeds the
14 standards and expectations of the department for regular promotion. In addition, the earlier the
15 requested promotion, the more exceptional must be the performance. This excellence must be
16 documented in all categories: teaching, professional activities, and service to the university and
17 community. Early promotion may or may not result in skipping one or more steps on the salary scale.
18 Early promotion is an extraordinary action that requires extraordinary performance.
19

20 **1. Teaching**

21 Exceptional teaching performance - Evidence may include but is not limited to leadership in
22 the development and/or dissemination of successful pedagogical strategies, development
23 and/or dissemination of new courses or curriculum, development of innovative assessment
24 strategies, and/or recognition by the University, College or Department for exceptional or
25 outstanding teaching, student advising, curriculum development, or assessment

26 **2. Scholarship and Professional Activity**

27 Exceptional accomplishments in scholarly and creative activities - Evidence may include but
28 is not limited to publications, leadership in professional organizations, grants and/or
29 recognition of scholarly or creative activity by peers or professional organizations.

30 **3. Service**

31 Exceptional service to University, College or Department - Evidence may include but is not
32 limited to being chair of the department or active committees, taking a leadership role in
33 advancement activities, or special recognition for outstanding service by the Department,
34 College or University.
35

1 ***I. Personnel With Return Teaching Rights & Tenure Return Rights***

2
3 Any newly appointed university administrator seeking return rights to IGE must consult with the IGE
4 DRTP committee regarding the department's policies, procedures, and requirements on initial hiring,
5 return rights and tenure. University administrators seeking tenure in IGE should meet the same
6 requirements as any regularly appointed member of the IGE faculty regarding teaching, scholarship,
7 and community service. Actual teaching load during a given academic year will be determined by
8 each case.

9 ***J. Personnel Who Serve in Other Units on Campus***

10 Candidates who work in other units may make use of the RTP documents of those units, in addition
11 to their assigned unit, in preparation of their packet. Candidates may provide documentation of their
12 activities outside IGE, including teaching experiences in other units, professional activities related to
13 other units, and service to the university and community that pertains to other units. Evaluation of
14 these activities utilizes the criteria established by those other units. For example, a candidate who
15 teaches in another unit within CEIS may use the peer and student evaluation forms of that other unit
16 and include an interpretation of the statistical results based upon the criteria of that other unit. IGE
17 faculty who serve in administrative positions may use the evaluations of their work by their
18 supervisors.
19

1 **Appendix A – IGE Mission and Goals**

2
3 **IGE MISSION STATEMENT**

4
5 IGE provides an interdisciplinary undergraduate general education experience that prepares students
6 to lead globally conscious, socially responsible, productive, satisfying, and ethical lives in a changing
7 diverse world.
8

9
10 **IGE DEPARTMENT GOALS**

- 11
12
- 13 ▪ To provide a supportive learning community as well as a stimulating intellectual environment
 - 14 ▪ To contribute to the ongoing development and practice of creative learner-based pedagogy
 - 15 ▪ To strengthen our partnerships in CEIS, across Cal Poly, and with the community in order to
 - 16 ▪ To exercise leadership on the campus and in academe at large in the area of general education
 - 17 ▪ To foster a culture focused on the recruitment, retention, and success of students;
 - 18 ▪ To exercise leadership on the campus and in academe at large in the area of general education
 - 19 ▪ so that we may serve as a peer model and contribute to the ongoing development of liberal
 - 20 ▪ arts education.
- 21
22

Appendix B – IGE Student Learning Outcomes

Communication Skills & Critical Thinking

In exploring major concepts, participants should be able to articulate and develop their ideas clearly and persuasively. In written and oral modes of communication, they should be able to identify critical issues and use appropriate evidence for developing ideas. Participants should be able to analyze, compare, and respect differing points of view; to challenge accepted or established positions; and to provide well-reasoned support for their own original ideas and arguments. They should know how to shape communications (written, oral, and visual) to diverse audiences and purposes.

When reading, participants should be able to identify main ideas, analyze, and compare different interpretations, and make connections between texts and their own experiences. When writing, they should know how to use the composing process as a mode of learning, and should be able to generate unified, well-supported essays that are free of major grammatical and mechanical errors. The choice of language and syntax should express the individual participant's voice with originality and clarity.

With respect to critical thinking, participants should be able to generate original questions, connections, and interpretations. They should be able to integrate diverse sources of information, and evaluate knowledge claims on the basis of evidence and independent reasoning. They should be able to identify, analyze, and evaluate the premises underlying their own values and arguments.

Historical and Social Consciousness

Department participants should be aware that history is about human experience, and that all-cultural production (ideas, technologies, art forms) has historical dimensions. They should demonstrate an awareness of how historical events and conditions can be interpreted in multiple ways, and of the value of rigorous and systematic inquiry when undertaking any particular line of interpretation. They should be able to analyze the events and artifacts of other historical periods in the context of the values, aspirations, and worldviews present during those periods.

Participants should be able to analyze different interpretations of history, and to compare interpretations and evaluate them according to the underlying premises and evidence supporting them.

They should be able to challenge accepted or established historical interpretations, and know how to undertake independent research to discover appropriate evidence to support new ideas. They should be able to integrate different source materials (primary and secondary as well as personal experience) to bring a fresh perspective historical questions and problems.

At the completion of the IGE Department, participants should have enhanced their ability to interpret historical events and conditions, and their awareness that an understanding of any contemporary phenomenon (e.g., an institution, a policy, an art form, a cityscape) requires knowledge of the history that lies behind it. Their understanding of their own place in history should also have enlarged, enabling them to articulate how they and others are both making history and making meaning of that history. Finally, their study of diverse cultures should enable participants to identify the ways that different cultures define themselves, in part, by the manner in which they conceive of, and record, their own histories.

Multicultural Understanding

Department participants should be aware of the multiplicity of cultures around the world, and should recognize the integrity of different worldviews and cultural systems. They should know how to define the values of their own culture, both American culture, in general, and their own particular ethnic and national cultures. They should be able to explain how a particular cultural form (an art form, a belief system, a set of rituals) connects to a larger pattern of beliefs or values, and how it compares to cultural forms of other societies. Finally, they should be able to define the nature of racism, ethnocentrism, and stereotyping, and to explain the deleterious impact of these forces on human society.

Participants should be able to examine cultures on their own (i.e., the cultures') terms, and should recognize the dangers of judging other societies through the lens of a single cultural perspective. They should be able to examine and interrelate several strands of a culture, and to make cross-cultural comparisons that illuminate significant elements of each culture. Participants' awareness of cultural diversity should inform the way they frame research questions and strategies, and enhance the sophistication of their scholarly and creative projects.

Understanding and Appreciation of Aesthetic Experiences

Participants should be able to interpret, evaluate, and appreciate works of literary, visual, architectural, spatial, musical, and dramatic art. They should be able to explore how works of art express particular cultural experiences and themes, and how the works can be understood in the light of cultural beliefs and values. Participants should be able to articulate the value of art as a means of enhancing and enriching human experience.

Participants should be able to interpret works of art originally and creatively, as well as sustain ongoing dialogue with other students and interpreters of artistic expression. They should evidence a flexibility of mind: a capacity to examine and compare works of art through different perspectives and the viewpoints of different disciplines.

The examination of works of art should also give participants an awareness of how art can enrich and clarify the human experience and help redefine one's way of looking at the world. Participants should be able to see how works of art can reflect the aspirations and integrity of a culture, and how each person recreates those works through his or her encounter with them. Participants should be able to view aesthetic experiences as involving three different kinds of understanding:

1. Of art as a statement of culture
2. Of art as an expression of the artist
3. Of art as a redefinition of one's own biography

They should also know how to explore and interpret a particular work from different perspectives, including the:

- Sociological. How a work interprets the social conditions and dynamics of a particular society;
- Historical. How a work comments upon, and is rooted in the conditions and intellectual environment of a period;

- 1 • Philosophical. How a work illuminates or raises fundamental issues related to the human
2 condition.

3
4 In addition participants may view any kind of art as an embodiment of the creative spirit, as a model
5 of the creative possibilities within every human being to make aesthetic choices and to find original
6 connections. Finally, they should see how art might portray and evoke the full range of human
7 emotion and even render a sense of the tragic and the absurd in life. They should see how art might
8 offer modes of looking at the world that complement or transcend the purely rational, and provide a
9 salutary sense of irony--an awareness of the permanent incompleteness of the human experience.

11 **Articulation of Values**

12 Participants should be able to define what values are, and to articulate their own values and how they
13 guide their behavior. They should be able to distinguish between values they profess and values by
14 which they actually live. They should know how to elucidate ethical dilemmas in ordinary life
15 situations, as well as in political, social, philosophical and aesthetic issues.

16
17 Participants should be able to articulate a concept of civic virtue with respect to the welfare of a
18 learning community, and to recognize how their level of involvement in the community affects the
19 quality of their own learning and the learning of others. The IGE Program itself constitutes a learning
20 community and, therefore, offers a laboratory for examining and pursuing this goal.

21
22 Participants should be able to define their own values and to articulate them in relation to the value
23 systems of other cultures and other historical periods. They should be able to challenge their own
24 principles and the ways by which they came to adopt them. They should be able to scrutinize any
25 belief or value in the light of independent reasoning and reflection on their own life experiences.

26
27 Participants should be able to recognize and critically examine the implications of their own actions
28 and speech, both as citizens of a community and as future members of professions. They should be
29 able to identify for themselves what civic virtue is, and to recognize their obligations to a community.
30 They should show an awareness of the ambiguity of human experience, and an understanding of the
31 incompleteness of knowledge or of any one point of view.

33 **Information Literacy**

34 Participants should know how to undertake and sustain projects and carry out research independently.
35 They should be able to determine the nature and extent of information needed for their academic and
36 personal projects. They should be able to access needed information effectively and efficiently in
37 electronic as well as physical formats. Participants should be able to critically evaluate information
38 as well as its sources, and incorporate appropriate information into their knowledge base and value
39 system. They should be able to use information effectively for research and analysis. Department
40 participants should understand and follow the principles of academic integrity with respect to
41 information sources, and appreciate the economic, legal, social, and ethical issues surrounding the use
42 of information.

44 **Active Student Learning**

45 Department participants should be able to define their own goals as learners, and recognize
46 themselves as co-developers of the IGE Department. They should feel confident about participating
47 fully in what Robert Hutchins has called the “Great Conversation”, cognizant of their responsibility to
48 fully and genuinely engage others as well as their ideas.

1

2 Participants should continue to develop their independence and autonomy as learners, recognizing at
3 the same time their involvement in a collective process of study and analysis. Both as individuals and
4 as group members, they should be able to design and sustain projects to achieve their goals. They
5 should serve both as learners and as instructors, developing ideas and approaches that advance the
6 collective understanding of the group.

7

8 Participants should be able to assume, with confidence and understanding, responsibility for their own
9 learning. They should be able to postulate their own questions and develop their own ways of
10 answering them. Connecting the ideas and issues in each course directly to their own lives, they
11 should be able to recognize themselves fully as authors of their own learning, as autonomous seekers
12 of knowledge.

13

1 **Appendix C – Process for Student Evaluations of Teaching**

2
3 **Interdisciplinary General Education Department**
4 ***Instructions for Proctors***

5
6 **IMPORTANT NOTE: IT IS AGAINST UNIVERSITY POLICY FOR AN INSTRUCTOR TO**
7 **BE PRESENT DURING THE STUDENT EVALUATIONS, OR TO PROCTOR THEIR OWN**
8 **EVALUATIONS.**

9
10 Please write the following information on the board:

11
12 Course ID (CRN) _____, Course number _____, Quarter _____ and Year _____
13 Professor's Name _____

14
15 Read the following statement:

16
17 Please help us evaluate the instructor's contribution to the learning community in this course.

18
19 Respond only to the questionnaire side of the form. The university does not permit anonymous
20 written comments. Please do not write comments on the backside of the form.

21
22 If you wish to give written feedback on this course or the instructor, please see the IGE Department
23 Chairperson. Written feedback must be signed, and include your Bronco ID number.

24
25 Please follow the instructions at the top of the questionnaire by filling in the course request number
26 (CRN), the quarter and year, the subject and course number, and the instructor's name. Results of this
27 evaluation will not be given to your instructor until after grades are submitted.

28
29 The IGE department appreciates your input. Thank you.

30
31 **A NUMBER TWO PENCIL IS REQUIRED.**

32
33 Distribute student evaluation forms, pencils, and blank paper to each student.

34
35 After forms have been completed, collect, and place all student evaluation forms and all written
36 comments in an envelope. Seal the envelope. Deliver it to the Department administrative support
37 staff immediately after class (Bldg. 94-326, x3347).

38
39 Thank you.

40

1 **Appendix D – Peer Evaluation of Teaching Guidelines**

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13

Please evaluate the instructor's contributions to classroom learning in the following areas:

1) Syllabus and course materials; 2) opportunities for active student learning; 3) student participation; 4) success to achieving IGE learning outcomes; 5) suggestions for improvement. Please submit your evaluation to the instructor within two weeks, with a copy to the IGE Chair and Dean's Office Thank you.

Appendix E. References (Appendices refer to the University Manual)

Appendix 10, Student Evaluation of Teaching, as revised
Appendix 16, Reappointment, Tenure, and Promotion Policy and Procedures, as revised
Appendix 27A, Faculty Performance Review, as revised
Appendix 27B, Periodic Evaluation of Temporary Faculty, as revised
CFA/CSU Contract, articles dealing with appointment, probation and tenure, and faculty evaluation

1