

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA  
COLLEGE OF LETTERS, ARTS AND SOCIAL SCIENCES  
**DEPARTMENT OF THEATRE AND NEW DANCE**  
**RTP DOCUMENT- SPRING 2023 DRAFT**  
**APPROVED 2023 - 2028**

# 1 Introduction

## 1.1 PURPOSE

The reappointment, tenure, and promotion (RTP) process is a critically important faculty responsibility. RTP is the mechanism by which we assure the success of our faculty and thereby assure educational quality for our students. While the President makes final decisions on reappointment, tenure, and promotion, it is the Department faculty who are in the best position to provide clear expectations, create an environment conducive to achieving expectations, and render the most informed recommendations to the President. This Department of Theatre and New Dance, Tenure and Promotion Criteria and Procedures Document (Department RTP 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 No. 1329 and 1328 of the University Manual define University procedures and expectations. All candidates should review these policies. The Document supplements but may not conflict with these policies. In the event of discrepancies, the CBA takes first precedence and University policies take second precedence over the Document.

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

## 1.2 DEFINITIONS

- a) *Candidate* refers to a faculty member who is under consideration for reappointment, tenure, and/or promotion.
- b) *Department RTP Committee (DRTPC)* members are tenured faculty members elected by the tenured and probationary faculty.
- c) *College RTP Committee (CRTPC)* refers to a group of tenured faculty members in the College of Letters, Arts and Social Sciences that review and assess a candidate's appeal.
- d) *Criteria* are the expectations articulated in the Department RTP document and in Policy 1328. Criteria define what a candidate must achieve to positively recommend for reappointment, tenure, and/or promotion.
- e) *Procedures* describes the process that must be followed by the candidate to apply for RTP action. RTP candidates must comply with the policies and procedures in effect at the time of RTP action.
- f) *Candidate for reappointment* is applying to retain their current work and tenure status. The candidate must use the criteria in effect at the time of the candidate's initial probationary appointment. Current procedures and policies apply.
- g) *Candidate for tenure or promotion* is applying to a higher rank and/or for tenure. The candidate may choose between the criteria in effect at the time of initial probationary

appointment and those in effect at the time of the request for action. A candidate requesting tenure and promotion must choose a single set of criteria for both actions. Current policies and procedures apply for all candidates.

- h) *Student evaluations of teaching* are evaluations by students of the candidate's performance and are described in Policy 1328 Section 3.2 and Policy 1329.
- i) *Peer evaluations of teaching* are evaluations by faculty peers as described in Policy 1328 Section 3.3

The following additional terms are used in this document:

- a) *Department RTP Document* refers to this document.
- b) *The Department* refers to the Department of Theatre and New Dance
- c) *The College* is the College of Letters, Arts and Social Sciences (CLASS) at Cal Poly Pomona

### **1.3 CAL POLY POMONA'S TEACHER-SCHOLAR MODEL**

Teacher-Scholars at Cal Poly Pomona are faculty 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.

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.

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.

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.

The most up to date definitions on the Teacher-Scholar are available at the Academic Affairs Website.

#### **1.4 MISSION OF THE DEPARTMENT OF THEATRE AND NEW DANCE**

##### **Mission Statement:**

The Department of Theatre and New Dance provides opportunities within a diverse and inclusive environment to explore and develop meaningful, innovative ideas that engage the interdependence of process and creation. Students develop critical thinking and disciplinary excellence through experiential learning, collaboration, and interdisciplinary practices to prepare them to be current and relevant artists. Students work within established and experimental processes utilizing trends in new technologies, community, and contemporary performance practices.

## **2 PROCEDURES**

Policy No. 1328 of the University Manual outlines the policies and procedures of the RTP process. All departmental policies and procedures will align with Policy 1328.

### **2.1 Composition and Organization of Department RTP Committee (DRTPC)**

The DRTPC, composed in accordance with University procedures (see University Academic Manual, Policy 1328), is responsible for evaluating candidates for retention, tenure and/or promotion and making recommendations to the Dean of the College of Letters, Arts, and Social Sciences. The DRTPC will consist of three elected faculty members. The elected members of the DRTPC must be full-time, tenured faculty. Faculty participating in the FERP program are eligible to serve on the DRTPC if approved by the President. Tenured faculty members who are candidates for promotion may sit on the DRTPC, participating in reappointment actions only. These members of the DRTPC will be elected annually by secret ballot by March 1st of the school year preceding the given RTP cycle. A nomination list for qualified faculty will be posted in the Department office in the first week of the semester. A candidate may nominate themselves. All tenured and probationary faculty may vote. Each candidate must be elected by majority vote of the tenured and probationary faculty. If there is a tie, a runoff

election may be held. Should one of the committee members become ineligible to serve during the year, an election will be held to fill the position.

The Department Chair shall act as the DRTPC Chair, unless another qualified faculty member is elected by majority vote of eligible faculty. The DRTPC Chair is responsible for ensuring that the provisions of Policy 1328 and the DRTP document are carried out. The DRTPC Chair will perform the following duties:

**Fall semester:**

- Meets with all new probationary faculty to explain the RTP process, and to provide them with a copy of the Department RTP Document.
- Assists candidates in understanding expectations and preparing packages.

**Throughout the year:**

- Ensures that peer evaluations are conducted for all faculty members who will be a candidate for RTP action in the future.
- Maintains Department RTP records, including peer evaluations, for all faculty subject to current or future RTP actions.
- Manages the day-to-day committee activities.
- Represents the Committee in communications with the candidate, the CRTPC, the URTPC, and the University administration.
- Facilitates scheduling peer evaluations.
- Provides faculty student evaluation questionnaires that will be used for assigned courses.

The Committee's duties include the following:

- Fulfill their Committee responsibilities with appropriate diligence and timeliness.
- Maintain confidentiality on all Committee deliberations and on candidate submittals.
- Conduct Committee business and produce reports consistent with University, College, and Department policies and regulations.
- Publicize faculty eligible for RTP action and the membership of the DRTPC and the process for submitting materials for review.

**The committee shall consider information from the following sources when considering a candidate's request for RTP action:**

- Summaries and interpretations of student evaluations (Policy 1329, Policy 1328 Section 3.2).
- Summaries and interpretations of Peer evaluation of teaching performance (Policy 1328 Section 3.3).
- Self-evaluation provided by the candidate (including relevant supplementary material).
- Signed material received from other faculty, administrators, and students.
- Other written material, identified by source and submitted to the Committee before the closing date.

- Evaluating committees and administrators shall be responsible for identifying and providing materials relating to evaluation required by campus policy but not accessible to the faculty member under review. Any such materials shall be placed in the faculty member under review's RTP package or periodic evaluation report. (CBA 15.12a)
- For faculty who are undergoing the RTP process, the RTP package is the working PAF for the purposes of RTP evaluation and consists of the Faculty Performance Review Form and accompanying materials. However, evaluating committees and administrators should consult the full PAF for additional relevant materials.
- The DRTPC, Department Chair, and administrators and committees that are included in the review process (including the CLASS Dean, CLASS Associate Dean, URTPC, and Provost) may access the PAF as necessary to review relevant materials which were not included in the RTP package.

## **2.2 EVALUATION OF TEACHING**

### **2.2.1 Student Evaluations of Teaching**

Student Evaluations of teaching are only one element to be considered in assessing the quality of teaching performance. Students may submit their opinions on teaching performance by official student evaluations and by out-of-class evaluation comments. Student evaluations of teaching and the collection of written comments shall be conducted in accordance with Policy 1329 of the University manual.

### **2.2.2 Official Student Evaluation**

All courses taught by each faculty member shall be evaluated by a questionnaire for students unless the course was not subject to evaluation prior to Winter Quarter 2013. As of Spring 2023, the following Theatre and Dance courses are exempt from evaluation, in accordance with Policy 1329:

- DAN 2490A
- DAN 2590A
- TH 1700A
- TH 1770A
- TH 2440A
- TH 3700A
- TH 3770A
- TH 4440A

Laboratory, Activity, and any course with fewer than five students enrolled are also exempt from evaluation. Faculty may request evaluations for such courses.

Note that the courses exempt from evaluation may change, and individual faculty shall be responsible for determining if they are teaching courses that are exempt from evaluation, and for requesting evaluations for courses with low enrollment (Policy 1329 3.1.2).

The Department chair can provide faculty with a copy of the student evaluation questionnaire. The standard departmental questionnaire (as of Spring 2023) is available at the end of this document (Appendix 1). The Department may change or develop additional surveys, and the faculty member should be sure they are familiar with these.

Faculty are encouraged to set aside an appropriate amount of class time for students to complete the evaluation form and are expected to follow procedures outlined in Policy 1329 and by Academic Affairs.

### **2.2.3 Out of Class Evaluations**

Out of Class Evaluation Comments shall conform to Policy 1329 Section 2.0. Each year the RTP Committee shall post a notice listing the faculty being considered in the RTP process and their requested actions. This notice shall solicit written comments from members of the campus community regarding the candidate's performance. Such notices shall be posted for a period of at least two weeks, with a submittal deadline at least ten days before the candidates' RTP package submission deadline. The candidates must have ten days to respond to the written comments.

### **2.2.4 Peer Evaluations**

The scheduling and execution of Peer Evaluations of teaching shall conform to policy 1328, Section 3.3. All tenured Theatre and New Dance faculty at a higher rank than the faculty being evaluated and all FERP faculty who are teaching during the semester of the review are eligible to conduct peer evaluations. The Department of Theatre and New Dance will use the following process to conduct Peer Evaluations of teaching.

1. The DRTPC chair shall assign tenured faculty to conduct peer evaluations for all faculty eligible for RTP action(s) in the current year or in future years no later than the end of the second week of each semester.
2. The evaluator shall be at a higher rank than the faculty member being evaluated.
3. The evaluator shall observe the class for a minimum of 50 minutes. This observation may be conducted in person, synchronous, or asynchronous as appropriate for the course modality.
4. The evaluator shall complete and sign the most current version of the Department's Peer Evaluation Form (available from the DRTPC chair or the Department Chair). The peer evaluator will also provide a signed letter summarizing their observations and findings, and discuss any suggestions or areas of concern. This letter will be provided to the faculty member within ten (10) working days of the observation.
5. The candidate shall review and sign the form and any initial attachments, retain a copy for their own records and return the originals to the DRTPC chair within ten (10) working days of receiving the evaluation. This signature signifies receipt of the completed evaluation, The candidate has the right to respond in writing to the peer-evaluation within ten (10) working days of receiving the evaluation, and any such response shall be given to the DRPTC chair along with the form.

A faculty member may request additional Peer Evaluations of Teaching beyond those initiated by the DRTPC. Such requests shall be addressed to the DRTPC Chair.

### **2.2.5 Departmental Evaluation of Candidate**

The candidate shall be evaluated according to the criteria stated in the appropriate edition of this document, all applicable University policies, and in the candidate's appointment letter (See Policy 1328 Section 2.3).

The deliberations of the Committee shall remain confidential (1328 Section 1.10). Each Committee evaluation report and recommendation shall be approved by a simple majority of the membership of the Committee. The Committee shall not assign any of its duties to any other group or individual.

The intent of this document is to provide criteria that will help RTP candidates acquire the experience and skills necessary to succeed as a member of the Theatre and New Dance faculty and to harmoniously contribute to the mission and vision of the Department.

Recognizing the primary importance of teaching and the maintenance of appropriate academic standards (Policy 1328 Section 2.1), RTP candidates should strive to become excellent teachers, advisors, mentors and role models for our students. At the same time, candidates should become effective in the other two major areas of an academic career, which are scholarly and/or creative activities, and service. Minimum requirements have been established to ensure that RTP candidates participate at an acceptable level in all three areas mentioned. The minimum requirements are more stringent for teaching to reflect our commitment to student learning and instruction.

In addition to the minimum requirements, RTP candidates are expected and encouraged to excel and have notable accomplishments in at least one of the three following areas: teaching and advising, research and scholarly and professional development, and service. The intent is to provide flexibility and allow candidates to develop in the area of their choice.

Finally, RTP candidates should pay close attention to the official comments and recommendations of the Department RTP Committee which will review the candidate's performance yearly. The intent is twofold:

- To identify areas of a candidate's performance that need improvement. RTP candidates are expected to consciously address the Committee's recommendations and demonstrate improvement or a plan outlining effort towards improvement.
- To guide the RTP candidates in their progress towards tenure and promotion in a manner that will serve the interests of the Department as whole and the interests of the individual candidate.

### **2.3 Candidate's Responsibilities**

The candidate initiates all RTP action requests and shall prepare and submit a self-evaluation of performance and other materials in accordance with requirements and

deadlines set forth and communicated by Academic Affairs. This self-evaluation should address feedback and suggestions received during the previous period of evaluation.

The candidate shall identify all materials to be considered in their performance review. Supplementary documents, such as publications, reports, proposals, etc., may be cited, but copies of these documents shall not be included in the submittal. However, the candidate shall include an index of such documents and make them available upon request (Policy 1328, Section 1.5).

### **2.3.1 Professional Development Goals**

The criteria described in this document intentionally provide some flexibility in the specific activities and accomplishments required to satisfy each criterion. To some degree, each candidate may chart an individual path that emphasizes their strengths and interests. However, this flexibility can create some uncertainty regarding the specific activities and accomplishments required to satisfy the requirements for an RTP action.

Therefore, all faculty who are subject to RTP actions shall develop and maintain a set of professional development goals that outlines the specific activities and accomplishments they intend to pursue to satisfy the requirements for retention, tenure, and promotion. The purpose of this plan is to provide a more formal means of soliciting and receiving feedback from the DRTPC and the Dean of the College of Letters, Arts and Social Sciences, and thus reduce the potential for misunderstandings and differences in expectations. However, the professional development goals are not a contract, and failure to complete the items in the plan is not grounds for denial of a requested RTP action. Ultimately, the basis for reviewing such requests is the criteria outlined in this document.

A complete and updated set of professional development goals shall be included with each year's submittal and updated from previous submittals as appropriate. The length is left to the discretion of the candidate.

### **2.4 Special Cases**

The procedures for RTP action for faculty candidates who are serving in administrative positions or performing administrative duties, serving in positions of academic governance, or on leave are outlined in Policy 1328.

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.

Individuals who accept positions outside of their departments while they are still eligible for RTP action must ensure that they understand departmental expectations during the time they are away. The Department may articulate expectations for these exceptional situations in the Department RTP Criteria document. If these exceptions are not addressed in the Department criteria, then the candidate and the DRTPC shall commit to writing an interpretation of the Department criteria considering the special

circumstances. This memorandum of understanding shall be approved by the Dean, URTPC Chair, and Associate Vice President for Faculty Affairs.

### **3 Performance Measures and Criteria for RTP Action**

Faculty performance is measured broadly in three major areas:

- Teaching, advising, mentorship, and other direct student contact activities.
- Research including scholarly activity, creative activity, and professional development.
- Service to the Department, College, University, greater community (including but not limited to professional societies and organizations).

The three categories above are synergetic and in no way exclude each other. In the self-evaluation, candidates should list activities, achievements, evaluation results, or products of their research, creative or scholarly work only once, in the category that is most appropriate. Candidates are welcome to reflect on how an accomplishment in one of the major categories impacts other areas. The department recognizes the importance of work that addresses issues of Diversity, Equity, Inclusion, Access and Social Justice, and notes that significant work on these areas can occur in each of the categories listed above.

The following sections provide broad definitions of each of the major categories of evaluation. Section 3.4 contains specific examples of documentation and evidence of accomplishment in creative activities.

#### **3.1 Teaching, Advising, Mentoring and Other Direct Student Contact Activities**

Teaching is of primary importance when evaluating faculty. The department recognizes that teaching is not necessarily limited to the classroom and recognizes the importance of work in advising and student mentoring. Advising, mentoring, and other areas with direct student contact are considered “teaching”.

Candidates should focus on quantitative and qualitative measures of teaching effectiveness and advising/mentoring activities. This includes an assessment of student and peer evaluations, and activities related to student advising and mentoring. Additional examples of performance measures may include but are not limited to the following:

- Conducting accurate assessments of student work and assigning course grades that are consistent with Department practices and the maintenance of academic standards.
- Letters, awards, and recognitions received for excellence in teaching, academic advising, mentorship and other direct student contact activities.
- Advising senior projects.
- Teaching special topics courses.
- Supervising independent study courses.
- Student achievements for activities performed under the candidate's mentorship.
- The development and implementation of new courses.
- Significant improvements and updates of existing courses.

- Ensuring that course content is reflective of ongoing and evolving developments within the field.
- Involvement in a leadership/mentorship capacity for student clubs, organizations, and other student activities.
- Creative activity for Department productions if reflected in teaching load.

### **3.2 Research, Scholarly, Creative and Professional Development Activities**

Candidates should describe the products of their research, scholarly and professional development activities, specific citation of all peer reviewed publications, dates of presentation at professional meetings and other scholarly activities including grants and contracts, and explicit reference to all duties and assignments in professional organizations. Other examples of performance measures appropriate for this category include but are not limited to:

- Other refereed publication of original work in one's area of expertise. This includes publication in areas/disciplines other than Theatre if relevant to the candidate's appointment.
- Scholarly work aimed at facilitating student learning.
- Admission to a relevant professional Union such as: Actors' Equity Association, United Scenic Artists, SAG-AFTRA.
- Relevant professional practice, including creative activity or consulting.
- Obtaining additional relevant certifications or designations.
- Active engagement in continuing education, such as participation in professional training, or gaining proficiency in new software.
- Presentations at professional conferences (such as ATHE, USITT, LMDA).
- Invited/juried presentations of creative work (including readings and exhibitions).

### **3.3 Service to the Department, College, University and Community**

All faculty members are expected to actively participate on departmental committees and to regularly attend scheduled faculty meetings. Beyond involvement in the Department, candidates are expected to engage in multiple levels of service. The Department recognizes that not all service obligations require equal effort, and candidates are encouraged to highlight specific projects or committees where they took a leadership role or that required a significant investment of time. The following list provides possible examples of service that a faculty member may engage. The list is not comprehensive, and candidates are not expected to engage in all the examples listed.

- Planning and implementing improvements in classroom and laboratory facilities and capabilities (includes equipment, furniture, software, etc.).
- Meeting and cultivating connections with potential donors.
- Chairing or being a member of Department, College, University committees, or the University Senate.
- Serving as a course coordinator and effectively carrying out the associated duties and responsibilities.

- Participation in commencement, open house, project symposium day, and other special events at Department, College, and University level.
- Active involvement in outreach and recruitment activities for K-12, community college students and other audiences.
- Representing the university at CSU-level events.
- Service on CSU System committees.
- Service to professional societies or Unions. Being an officer, chairing committees or taskforces, or other leadership activities are especially valued.
- Service in an editorial position or as a peer reviewer.
- Service as an adjudicator or member of the jury for important awards or exhibitions.
- Service, outreach, or engagement to the local community that is directly related to Theatre and Dance (if separate from creative activity).
- Teaching short courses, seminars, and other similar activities directed toward practicing professionals.
- Creative activity on departmental productions that requires a significant amount of time, that is not reflected in teaching load.

Service activities not directly related to Theatre or education are commendable but have little or no bearing on RTP evaluations and should not be included. Examples include:

- Volunteer coaching in a youth athletics program.
- Serving as an officer or volunteer in a church or other religious organization.
- Serving as a volunteer or board member of a charitable organization, such as the Red Cross.
- Serving in political campaigns.

### **3.3.1 Criteria for RTP Action**

Candidates for RTP action will be evaluated based on the criteria in sections 3.3.2 - 3.3.9 of this document, according to the RTP action being requested.

### **3.3.2 Criteria for Reappointment as an Assistant Professor**

Demonstrate clear and consistent progress towards meeting the requirements for tenure and promotion to Associate Professor. There must be evidence of sufficient improvement in any previously identified areas of weakness, and the activities during the period of evaluation must be such that there is a reasonable expectation of satisfying the requirements for tenure and promotion in a timely fashion.

### **3.3.3 Criteria for Reappointment as an Associate Professor**

Demonstrate clear and consistent progress toward meeting the requirements for tenure. There must be sufficient improvement in any previously identified areas of weakness, and the activities during the evaluation period must be such that there is reasonable expectation of satisfying the requirements for tenure and promotion in a timely fashion.

### **3.3.4 Criteria for Tenure**

Candidates for Tenure must demonstrate each of the following:

- Satisfaction of all requirements for promotion to Associate Professor (3.3.6) if the candidate is currently at the Assistant Professor level.
- Provide evidence of consistent effective student advising and mentoring.
- Provide evidence of teaching effectiveness, as well as promise and evidence of continued growth and fulfillment of program needs after awarding of tenure. This assessment will be based on peer and student evaluations of teaching. Elements of teaching effectiveness include: (1) diversity of courses taught; (2) organization and content of courses; (3) ability to communicate and explain difficult principles; and (4) contribution to the development of new courses, and improvement of existing courses.
- Provide evidence of accomplishments clearly well beyond the minimum requirements in at least one of the three areas of interest: teaching and advising, research and scholarly and professional development, and service as stated in 3.3.6. Accomplishments should be supported by evidence of success such as through a peer review process.
- Completion of 6 years of full-time service in the Cal Poly Pomona Department of Theatre and New Dance, less any service credit granted at the time of the initial appointment. This requirement must be satisfied before the effective date of tenure (i.e., by the end of the academic year in which the application is submitted).
- Completion of all other requirements outlined in the initial appointment letter.

Candidates must concurrently apply for and be granted promotion to Associate Professor in order to achieve tenure. Candidates are also required to meet or exceed the criteria promotion (section) in the areas of Teaching, Scholarly and Creative activity, and Service. In rare circumstances it may be possible for an untenured Associate Professor to receive tenure and not be promoted to full Professor.

### **3.3.5 Criteria for Early Tenure**

- Satisfy the requirements for tenure other than the six-year service requirement.
- Satisfy the requirements for promotion to Associate Professor or Professor as applicable.
- Satisfy the requirements for Early Promotion to Associate Professor.
- Demonstrate a record of accomplishments as described in Policy 1328, section 2.6., which are clearly exceptional and well beyond those required for promotion and tenure. This is a high standard and requires a clear demonstration of these accomplishments.

Note that the satisfaction of the requirements for early promotion do not necessarily fulfill the requirements for early tenure.

### **3.3.6 Criteria for Promotion to Associate Professor**

Candidates must meet the following requirements:

Teaching

- 1) Provide evidence of "Good" to "Very Good" teaching based on in-class student evaluations over the last two years of service. The expected average is better than 1.75.
- 2) Demonstrate a continuous improvement in teaching effectiveness or exhibit a pattern of consistently good teaching. Elements of good teaching include but are not limited to (1) variety of courses taught, (2) organization and content of courses; (3) ability to communicate and explain difficult principles, and (4) contribution to the development of new courses, and improvement of existing courses.
- 3) Obtain average ratings of "good" or better in all aspects of peer evaluations over the last two years of service.
- 4) Demonstrate familiarity with University, College, and Department policies and procedures as needed to effectively advise students.
- 5) Demonstrate the ability and willingness to teach a variety of catalogue courses within the area(s) of expertise, as well as contributing to the Department service and General Education courses.
- 6) Mentor students by serving in positions such as: senior project advisor, special studies instructor.
- 7) Undergraduate research advisor, project advisor, etc.

#### Creative Activities & Scholarly Activities

- 1) Provide evidence of continued scholarly activities that demonstrate active engagement with the candidate's field. This is often demonstrated through professional creative activity, scholarly research, or other scholarly activities that contribute to the advancement and dissemination of new knowledge, and often are evidenced by peer reviewed publications, relevant public humanities publication/scholarship, or published translations/adaptations. Other comparable accomplishments also may be used to demonstrate scholarly activities, including completing an IRB protocol.

#### Service

- 1) Membership in at least one professional organization/society for at least one year.
- 2) Membership in at least three Department, College, or University committees, task force, or working groups over the evaluation period.
- 3) Meaningful leadership of a campus (Department, College, or University) or professional committee or committees for at least two years.

Candidates should discuss the significance of specific accomplishments and efforts in the areas of teaching, research, and service.

In addition, candidates must significantly exceed these minimum requirements in at least one of the three areas of evaluation: teaching and advising; research, scholarship, and professional development activities; and service. Candidates should demonstrate

continuous improvement in areas identified as needing improvement by the DRTPC in their official reviews of the candidate's RTP packages.

### **3.3.7 Criteria for Early Promotion to Associate Professor**

Candidates must satisfy all requirements for promotion to Associate Professor as described in 3.3.6 and must also demonstrate a record of exceptional or unusually high level of accomplishments in teaching, research, and service as described in 3.3.6 during the period of evaluation.

### **3.3.8 Criteria for Promotion to Professor**

Candidates for promotion to Professor must meet the following minimum requirements:

- A minimum of 6 years of service as tenure-track or tenured faculty member of the Department and a minimum of four years as service as Associate Professor in the Department. These requirements must be satisfied before the effective date of tenure (i.e., by the end of the academic year in which the application is submitted).
- Provide evidence of "Good" to "Very Good" teaching based on in-class student evaluations over the entire evaluation period.
- Demonstrate a continuous improvement in teaching effectiveness or exhibit a pattern of consistently good teaching. Elements of good teaching include but are not limited to (1) variety of courses taught, (2) organization and content of courses; (3) ability to communicate and explain difficult principles, (4) contribution to the Department's curriculum upgrades by developing new courses, and (5) evidence of student success in the classes based on accepted assessment mechanisms.
- Obtain average ratings of "good" or better in all aspects of peer evaluations over the entire evaluation period.
- Demonstrate familiarity with University, College, and Department policies and procedures as needed to effectively advise students.
- Demonstrate the ability and willingness to teach a variety of catalogue courses within their technical area, as well as contributing to the Department service and General Education courses.
- Mentor students by serving in positions such as: senior project advisor, special studies instructor, undergraduate research advisor etc. The candidate must provide evidence of successful mentorship such as: External evaluation of senior projects, publications or presentations resulting from mentorship activities.
- Develop or continue with ongoing research and scholarly activities and make contributions to the development and dissemination of new knowledge, with evidence of success in the research and/or scholarly community through a peer review process.
- Membership in at least one professional society in the last three calendar years.
- Membership in at least one professional committee, board or task group in the last three years.
- Membership in at least three Department, College, or University committees

- over the evaluation period.
- Having served in a leadership position in a professional association or committee.
- Having served as Principal Investigator or significant leadership role on at least one Department or Cal Poly Pomona project or program.

In addition, candidates must significantly exceed these minimum requirements in at least one of the three areas of evaluation: teaching and advising; research, scholarship, and professional development activities; and service. Candidates should also demonstrate continuous improvement in areas identified as needing improvement by the DRTPC in their official reviews of the candidate's RTP package.

### **3.3.9 Criteria for Early Promotion to Professor**

To be considered for early promotion to professor, candidates must have completed at least two years of service as an Associate Professor in the Department and at least four years of total service as a tenured or tenure-track faculty member in the Department. These service times must be completed before the early tenure would take effect (typically at the end of the academic year during which the request is submitted). The candidate must also satisfy all the requirements for promotion to Professor as described in section 3.3.8. In addition, candidates for early promotion to Professor must demonstrate a record of exceptional accomplishments in all three areas of review well beyond the minimum requirement for promotion to professor. Example accomplishments may include but are not limited to:

- Authoring a textbook that is adopted by 5 or more colleges or universities.
- Publishing 5 or more peer reviewed publications.
- Publishing or producing a major creative work.
- Receiving a College or University award for teaching or advising excellence.
- Receiving national or international recognition as a leader, demonstrated by keynote presentations, international exhibition, or creative work.
- Record of consistent invitations to lecture at colleges or universities.

Promotion to Professor cannot precede tenure. Candidates for early promotion to Professor without tenure must also satisfy all requirements for early tenure.

## **Appendix 1: Student Evaluation of Teaching Questions**

1. The Objectives of the course were clear at the beginning and maintained throughout the semester.
2. The instructor stimulates thinking and/or creativity.
3. The instructor is able to establish rapport with students.
4. Discussions, questions, and/or other forms of inquiry were encouraged.
5. Instructor stimulated and maintained interest.
6. The instructor was fair and impartial in evaluating students work.
7. The instructor evidenced knowledge of the course content.
8. Instruction was supported by examples, illustrations, demonstrations or exercises.
9. Provide an overall rating for the instructor.
10. Provide an overall rating for the course.
11. Rate the effectiveness of this course in challenging you intellectually and/or artistically.
12. The learning activities (such as projects, assignments or exercises) were effective and helped.
13. Instructor's availability during posted office hours.