



Department:	Collins College of Hospitality Management
Starting Year for Department RTP Document:	2020
Intended Length for use of Department RTP Document: (maximum 5 years)	5 years

DEPARTMENT

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

Dept. Chair:	<u>PATRICK C. LEE</u> Printed Name	 Signature	<u>03.27.2020</u> Date
DRTPC Chair:	<u>LINDI KNOK</u> Printed Name	 Signature	<u>03/27/2020</u> Date

COLLEGE RTP COMMITTEE

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

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

CRTPC Chair:	<u>Aubrey Fine, CRTPC Chair</u> Printed Name	<u>Aubrey Fine</u> Signature	<u>04/22/20</u> Date
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COLLEGE/SCHOOL DEAN


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

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

Dean/Director:	<u>Lea Dopson</u> Printed Name	<u>Digitally signed by Lea Dopson Date: 2020.10.07 09:52:42 -07'00'</u> Signature	<u></u> Date
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ACADEMIC AFFAIRS

- Approved for the following years 2020/21 to 2024/25
- Not Approved (Explanation attached.)

AVP for Faculty Affairs:	<u>Martin Sancho-Madriz</u> Printed Name	 Signature	<u>10/12/20</u> Date
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In cases where the Department RTP Document does not conform to the provisions of the Collective Bargaining Agreement or University Policy 1328 (formerly Appendix 16) or Policy 1329 (formerly Appendix 10), those documents take precedence.

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

The Collins College of Hospitality Management

Policies and Criteria for Reappointment, Tenure and Promotion (RTP)

2020/21 – 2024/25

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1. Statement of Purpose

- 1.1 The Collins College of Hospitality Management (Collins College) is dedicated to the education of students pursuing careers in the hospitality industry. This document therefore reflects the unique needs of the Collins College in providing quality education in this specialized area. It outlines the criteria for the reappointment and the evaluation of the Collins College faculty in order to provide fair and reasonable advancement opportunities. The College believes a faculty member should achieve a balance between teaching excellence according to a polytechnic approach and research or other intellectual contributions while contributing to the academy and larger community through service.
- 1.2 In general, the RTP evaluation is to determine whether the candidate is making satisfactory progress and tangible advancement toward tenure and/or promotion.
- 1.3 Each review should include a thorough written review of a candidate's strengths and areas needing improvement.
- 1.4 When areas needing improvement are enumerated, the written review should delineate specific ways to improve performance.
- 1.5 Candidates will be evaluated for teaching performance, service at any level within the university and the community, professional growth and intellectual contribution, according to the criteria outlined in Section 4. DRTPC Evaluation of Candidates. In evaluating a candidate for reappointment, tenure or promotion the review groups will consider these evaluation areas in light of the candidate's reappointment level, past performance, and improvement.
- 1.6 As long as the Department and College constituencies are the same, the Collins College operates with a single RTP Criteria Document referred to as the Department RTP Criteria. For the purposes of following the University Policy, the Collins College RTP Criteria and the Department RTP Criteria defined in Policy #1328 are the same.

2. Collins College DRTPC

- 2.1 While the faculty constituencies of the Department and the College are identical, the Collins College will operate with a Department RTP Committee (DRTPC). All responsibilities under the College RTP Committee will default to the URTPC as stated in article 4.1A of Policy 1328. Recommendations from the DRTPC shall be forwarded to the Dean in accordance with the university RTP calendar.

- 2.2 The DRTPC is responsible for ensuring the integrity of the RTP process within the college. The DRTPC should be constituted following Policy 1328, article 3.1
- 2.3 Annual elections by secret ballot must be conducted by March 1 of the school year preceding the given RTP cycle, and election shall be by a majority vote of the probationary and tenured faculty members of the department.
- 2.4 The department chair may serve as a member of DRTPC. If the department chair is not a member of DRTPC, the department chair will write a separate review about the candidate(s). Non-tenured department chairs, or chairs who are candidates for an RTP action, are not eligible to be members of DRTPC or to write a separate review.
- 2.5 In promotion considerations, DRTPC members and the department chair must have a higher rank/classification than those being considered for promotion. Candidates being considered for promotion are ineligible for service on DRTPC dealing with tenure or promotion.
- 2.6 The Committee's term of service shall not end until all matters pertaining to the Committee's recommendations for a particular year have been concluded.
- 2.7 The Committee shall elect a chair who shall be responsible for ensuring that the provisions of the College RTP document and Policy 1329 (Student Evaluation of Teaching) and 1328 (RTP Policy and Procedures) of the University Manual are implemented. The RTP Chair will be the official custodian of the RTP package for the period between the submission of the package to the DRTPC by the candidate and the forwarding of the package to the Dean's office. During this period that is outlined in the RTP calendar, the RTP Chair and only the RTP Chair shall be responsible for any additions to the package, any changes in the content of the package, and notification to the appropriate parties of any additions or changes. In addition, the DRTPC Chair shall perform the following duties:
 - A. Give written notice to each candidate who is eligible for a regular RTP action.
 - B. Present all appropriate forms to the RTP candidates.
 - C. Provide each candidate a copy of the university RTP calendar for the current academic year.
 - D. Provide a copy of the appropriate Collins College RTP Document to each RTP candidate and to new faculty who will need the document for preparation of their RTP package the following academic year.

- E. Schedule, in cooperation with the RTP candidates and other faculty, the minimum number of peer evaluations of teaching performance as well as the student evaluations.
- F. Coordinate all necessary meetings with the candidates and the DRTPC to review and approve an annual Professional Development Plans.
- G. Solicit feedback about the candidate's performance from the current students, faculty members, and other stakeholders of the Collins College, as outlined in 3.1.

3. Collins College RTP Procedures

- 3.1 The Committee Chair shall post an announcement, in a prominent place(s) of all College buildings and in the student lounges, of the names of candidates who requested or will later request an RTP action, the type of request made, and the name of the individual to whom signed comments or recommendations can be given. This posting will take place within one week of notification of the DRTPC by the candidate that the candidate will request an RTP action. Signed comments will be accepted up to at least 10 days before the deadline for RTP packet submission so that the faculty member has time to produce a response that can be added to the RTP package.
- 3.2 In formulating its evaluation, the Committee must address the specific college RTP criteria that apply to the request being considered. The evaluation should discuss the extent to which the candidate meets each criterion for the action requested. The evaluation and recommendations of the Committee are based upon the following:
 - A. The self-evaluation provided by the candidate (including reference to any supplementary material necessary to corroborate the candidate's statements);
 - B. Signed material received from other faculty members, administrators, and students (students comments will also include their Bronco Identification Number) (which are added to the package);
 - C. Material from the Personnel Action File (PAF) in the Dean's office as the RTP package is the working PAF for the purposes of RTP evaluation and consists of Faculty Performance Review Form and accompanying materials. The DRTPC and the administrators should consult the full PAF for additional relevant materials and be responsible for identifying and providing the materials relating to evaluation required by campus policy but not accessible to the employee.
 - D. Summaries and interpretations of student evaluations of teaching prepared by the DRTPC;
 - E. Peer evaluations of teaching;

- F. The candidate's Professional Development Plan;
- G. Other material in writing identified by source, such as a candidate's response to the feedback provided by the current students, faculty members, and other stakeholders of the Collins College (submitted to the DRTPC before the closing date).
- 3.3 The candidates or the DRTPC may request an external review of the materials submitted by the faculty at any level of review and by any party to the review when the candidates submit the RTP document for RTP actions or when the DRTPC receives the candidates' RTP document. Such a request shall document (1) the special circumstances which necessitate the external review(s) and at what level(s) and (2) the nature of the materials needing the evaluation of the external review(s). The request must be approved by the President with the concurrence of the faculty unit employee.
- 3.4 Shall the candidates or the DRTPC request an external review of materials at one or more levels of reviews, they should also include in the request a minimum of five external reviewers for each level of external reviews (i.e., if such a request is made at both the DRTPC and URTPC levels, the candidate should include five or more external reviewers for the DRTPC review and another five or more external reviewers for the URTPC review). The DRTPC will compile a list of qualified external reviewers based on the recommendations made by the candidates, the DRTPC committee, other faculty members, and the Dean. The DRTPC will identify five qualified external reviewers for each level of external reviews requested, who will be contacted by the DRTPC for the appropriate level(s) of external reviewers. The external review process will follow the same timeline defined by Cal Poly Pomona in an RTP review circle.
- 3.5 The DRTPC will make its evaluation of the candidate's request in writing on university-approved forms and/or on Interfolio. The Chair of the Committee will review with the candidate the results of the Committee's evaluation. The candidate will then be given the opportunity to either acknowledge the Committee's recommendation, respond without an appeal or acknowledge with appeal within ten calendar days. If the candidate does not acknowledge the recommendations of the Committee, the RTP Chair shall forward the RTP package to the Dean for review and document the fact that the candidate was told of the Committee's evaluation and recommendation and failed to acknowledge them.
- 3.6 The appeal shall consist of a written statement, with supporting evidence that addresses violation(s) of department procedures and/or misapplication(s) of RTP criteria by the committee.
- 3.7 In the request for appeal, the candidate must clearly address each issue raised by the Committee and show how the facts clearly show that the original opinion of the candidate must be sustained, and where the Committee was in error when it examined the same or related facts. Brevity and clarity are encouraged since this

request for appeal will become part of the RTP package and be examined by the Committee and other review groups.

3.8 If the Committee fails to act favorably upon the candidate's request for reconsideration, the candidate has ten calendar days, from the receipt of notification, to appeal to the University RTP Committee for a final recommendation. Appeal is not obligatory. In addition to, or in lieu of a formal appeal to the University RTP Committee, the candidate may submit a response or rebuttal statement to the Committee's final recommendation to be included in the RTP package.

3.9 Student evaluation of teaching

- A. Student evaluations of teaching are required for **every course** taught during the evaluation period.
- B. Students evaluations will be facilitated by the DRTPC.
- C. A college-approved statement must be distributed or read when student evaluations are conducted.
- D. The College has adopted separate student evaluation forms for lecture and lab courses. (See Appendix A).
- E. A lecture course with a required lab course taught by the same instructor will be considered as one course for evaluation purposes. The candidate should submit the student evaluations for both the lecture course and the lab course for an RTP action.

3.10 Peer evaluation of teaching

- A. For all RTP actions, the candidate must submit **a minimum of two peer evaluations** of teaching for each academic year being evaluated. Peer evaluations must be conducted in both the fall and spring semesters. Different evaluators should be assigned when possible to provide candidates diverse feedback. Peer evaluations should also reflect to the degree possible the breadth of the candidate's teaching assignments.
- B. Peer evaluations of teaching shall include classroom visits and a review of course syllabi, related materials, and the appropriateness for the level and subject of the course.
- C. Candidates for tenure or tenured candidates applying for promotion to professor must be evaluated by tenured faculty.
- D. The DRTPC is responsible for ensuring that the minimum number of peer evaluations is conducted and that a copy of each written evaluation is submitted to the faculty member within 14 days of the class visit.

- E. The DRTPC is responsible to facilitate the peer evaluation process among the candidates and the eligible evaluators.
- F. The candidate shall be provided an advanced notice of at least five working days that a class room visit is to take place. The visiting faculty member (evaluator) shall communicate with the faculty member being observed prior to the observation to agree on an appropriate time and date for the observation, as well as the content of the class to be observed as it relates to the overall course.
- G. A written report based on the criteria (and only those criteria) found in the Collins College Peer Evaluation Form (See Appendix B) should be provided to the candidate within no more than two weeks after the classroom visit. The report must be submitted by the evaluator to the faculty member and to the Chair of the DRTPC.
- H. The use of faculty observation data in the evaluation of tenured, probationary or temporary faculty shall fall within the designated evaluation period (e.g. observation data from a class in the fall of 2020 should be used when the evaluation period includes the fall of 2020).
- I. A candidate may request additional peer evaluations beyond those initiated by the DRTPC. Such requests are to be directed to the DRTPC chair.

4. DRTPC Evaluation of Candidates

Conditions and guidance:

- 4.1 Candidate must successfully meet minimum requirements *in all three areas of evaluation* for the period in order to receive a positive DRTPC recommendation for re-appointment, tenure with promotion, or promotion, which is outlined in 4.5.
- 4.2 DRTPC will provide a short summary at the end of each of three areas of evaluation stating whether the candidate meets the minimum requirements of the area just evaluated along with specific suggestions where/if appropriate for improvement. In this summary, it is also appropriate for the DRTPC to use subjective descriptions of performance in the summaries to help provide richer feedback to the candidate. Descriptions might include terms such as *outstanding*, *minimally met*, etc.
- 4.3 The DRTPC will provide an overall summary of the candidate's overall performance at the conclusion of the evaluation re-stating the decision (with reasons) as to recommending or not recommending re-appointment, tenure with promotion, or promotion.
- 4.4 The candidate's PDP Template should be amended to reflect these measures to help ensure that it complements the self-study that the candidate will be submitting for re-appointment to the next year (specify the correct year where it is

applicable), tenure with promotion, or promotion.

- 4.5 It should be noted that these changes will not affect candidates who are presently in the system unless they opt for utilizing this document year when applying for an action to go up for tenure with promotion.

Three Areas of Evaluation (Teaching & Advising, Service & Professional Growth):

A. Teaching & Advising. Criteria for re-appointment in this category.

For re-appointment to a 2nd probationary year.

- Mean overall average student evaluations across all courses and sections must score 2.0 or less (where 1 = best).
- Mean overall average peer evaluations for each course/section being evaluated must score 6.0 or higher (where 11 = best).
- The candidate maintains regular office hours according to the University policy. The candidate meets with students and advisees, keeps up-to-date on academic policies, and attends at least one student-advising workshop in each academic year.

For re-appointment to a 3rd or 4th probationary year.

- Mean overall average student evaluations for each course and section must score 2.0 or less (where 1 = best).
- Mean overall average peer evaluations for each course/section being evaluated must score 7.0 or higher (where 11 = best).
- The candidate maintains regular office hours according to the University policy. The candidate meets with students and advisees, keeps up-to-date on academic policies, and attends at least one student-advising workshop in each academic year.

For re-appointment to a 5th or 6th probationary year or tenure with promotion.

- Mean overall average student evaluations for each courses and section must score 2.0 or less (where 1 = best).
- Mean overall average peer evaluations for each course/section being evaluated must score 8.0 or higher (where 11 = best).
- The candidates have taught 3 or more discrete (nonsupervisory) courses across the entire probationary (tenure) period, unless the Department Chair provides a support letter to justify the needs for the candidate to teach no more than two discrete courses for the entire probationary period.
- Developed and taught new courses if needed.
- The candidate maintains regular office hours according to the University policy. The candidate meets with students and advisees, keeps up-to-date on academic policies, and attends at least one student-advising workshops in a two-year period.

For Promotion to (Full) Professor.

- Mean overall average student evaluations for each course and section must score 2.0 or less (where 1 = best).
- Mean overall average peer evaluations for each course/section being evaluated

must score 8.0 or higher (where 11 = best).

- The candidate maintains regular office hours according to the University policy. The candidate meets with students and advisees, keeps up-to-date on academic policies, and attends student-advising workshops when needed.

B. **Service.** Criteria for re-appointment in this category.

For re-appointment to a 2nd or 3rd probationary year.

- A minimum of 2 College Committees at *Member* level.
- A minimum of 1 University Committee at *Member* level.
- Participating in four or more Collins College or Cal Poly Pomona activities per semester, such as the Hospitality Uncorked, Commencement (mandatory), Board of Advisors Reception, Lectureship Series, Career Expo, alumni events, and other networking, promotional, or fundraising events.
- Providing service to the local community, the hospitality industry, and professional organizations.
- Working with a mentor (if assigned) on a regular basis to improve service performance.
- Working on other related activities and initiatives as recommended by the DRTPC, such as workshops and seminars.

For re-appointment to a 4th 5th or 6th probationary year.

- A minimum of 2 College Committees at *Member* level.
- A minimum of 2 university-level Committees (minimum 1 Academic Senate standing committee *Member*), in which the candidate should consult with the DRTPC for the service that address the needs for the Collins College.
- Participating in four or more Collins College or Cal Poly Pomona activities per semester, such as the Hospitality Uncorked, Commencement, Lectureship Series, Career Expo, alumni events, and other networking, promotional, or fundraising events.
- Working closely with industry, trade and professional organizations, as well as hospitality educational groups and/or serving on advisory committees of hospitality programs at other colleges and schools and /or representing the Collins College at speaking engagements or attendance at career days at other colleges and schools, and other similarly related industry and educational involvement.
- Working with a mentor (if assigned) on a regular basis to improve service performance.
- Working on other related activities and initiatives as recommended by the DRTPC, such as workshops and seminars.

For re-appointment with tenure and promotion.

- A minimum of 2 College Committees (1 co-chair or club advisor is preferred).
- A minimum of 2 university-level Committees (minimum 1 Academic Senate standing committee *Member*), in which the candidate should consult with the DRTPC for the service that address the needs for the

- Collins College.
- Participating in four or more Collins College or Cal Poly Pomona activities per semester, such as the Hospitality Uncorked, Commencement, Lectureship Series, Career Expo, alumni events, and other networking, promotional, or fundraising events.
- Working closely with industry, trade and professional organizations, as well as hospitality educational groups and/or serving on advisory committees of hospitality programs at other colleges and schools.
- Representing the Collins College at speaking engagements or attendance at career days at other colleges and schools, and other similarly related industry and educational involvement.
- Working with a mentor (if assigned) on a regular basis to improve service performance.
- Working on other related activities and initiatives as recommended by the DRTPC, such as workshops and seminars.

For Promotion to Full Professor.

- A minimum of 2 College Committees (minimum 1 chair or club advisor).
- A minimum of 2 university-level Committees (minimum 1 Academic Senate standing committee *Member* or 1 chair or College Senator), in which the candidate should consult with the DRTPC for the service that address the needs for the Collins College.
- Participating in four or more Collins College or Cal Poly Pomona activities per semester, such as the Hospitality Uncorked, Commencement, Lectureship Series, Career Expo, alumni events, and other networking, promotional, or fundraising events.
- Working closely with industry, trade and professional organizations, as well as hospitality educational groups and/or serving on advisory committees of hospitality programs at other colleges and schools.
- Representing the Collins College at speaking engagements or attendance at career days at other colleges and schools, and other similarly related industry and educational involvement.
- Working with a mentee (if assigned) to improve service performance.
- Working on other related activities and initiatives as recommended by the DRTPC, such as workshops and seminars.

- C. **Professional Growth and Intellectual Contribution (Research).** Criteria for re-appointment in this category.

For re-appointment to a 2nd or 3rd probationary year.

- A minimum of 1 grant submission for the College, University, CSU, or external funding opportunities in a two-year period.
- A minimum of 2 Professional Association Conference presentations with conference proceedings in each academic year.
- A minimum of 1 peer-reviewed article published in Scopus indexed, SSCI, or SCI journal in a two-year period, which can be in-print, OnlineFirst, or in-press.

For re-appointment to a 4th 5th or 6th probationary year.

- A minimum of 1 grant submission for the College, University, CSU, or external funding opportunities in each academic year.
- A minimum of 2 Professional Association Conference presentations with conference proceedings in each academic year.
- A minimum of 1 peer-reviewed article published in Scopus indexed, SSCI, or SCI journal in each academic year, which can be in-print, OnlineFirst, or in-press.

For re-appointment with tenure and promotion.

- A minimum of 1 grant submission for University, CSU, or external funding opportunities across the period of review.
- A minimum of 2 Professional Association Conference presentations with conference proceedings in each academic year across the period of review.
- A minimum of 5 peer-reviewed articles published in Scopus indexed journals with a minimum of 2 as 1st or single authorship and a minimum of 1 article in an SSCI or SSI journal, one or more of which can be in-print, OnlineFirst, or in-press.

For Promotion to Full Professor.

- A minimum of 1 grant submission for University, CSU, or external funding opportunities across period of review.
- A minimum of 2 Professional Association Conference presentations with conference proceedings in each academic year across the period of review.
- A minimum of 5 peer-reviewed articles published in Scopus indexed journals with a minimum of 2 as 1st or single authorship and a minimum of 1 article in an SSCI or SCI journal, one or more of which can be in-print, OnlineFirst, or in-press.

- 4.6 The candidate shall be evaluated according to the criteria stated in this document. No other criteria are applicable at any RTP level, unless stated in writing, to the agreement of the candidate, the DRTPC, the University RTP Committee, and the Vice President for Academic Affairs.
- 4.7 Criteria for reappointment decisions shall be the criteria that were in effect during the candidate's first academic year of probationary service on this campus. Candidates for tenure or promotion may use either the Department RTP criteria in effect during the candidate's first academic year of probationary service on the campus or the College RTP criteria in effect in the year the candidate requests action. If a candidate requests simultaneous consideration for both promotion and tenure, the candidate must select a single set of RTP criteria. Once the evaluation process has started, there shall be no changes in criteria and procedures used to evaluate the candidate.
- 4.8 The deliberations of the Committee shall remain confidential. 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.
- 4.9 The candidate is evaluated in three areas: teaching/advising, service, and

professional growth and intellectual contribution. The candidate's Professional Development Plan will provide an opportunity for the candidate to prioritize performance categories in each of these three areas.

- A. Evaluation of **teaching and advising** includes the following items (which are not rank ordered by importance):
1. Examination of student evaluations is required. Candidates are required to examine in detail the results of all courses and comment on them individually and collectively in the RTP package. Likewise, the Committee, in their recommendation, shall examine the candidate's student evaluations in detail and document their findings. This requires the candidate to include their grade distributions for each course. If any information is missing on the RTP, such as student or peer evaluations, that area will be automatically unsatisfactory. Excluding a candidate's first year on campus, across all courses and sections, candidate scores, on a scale of 1 (Very Good), 2 (Good), 3 (Satisfactory), 4 (Poor), 5 (Very Poor), must collectively average 2 or lower (better) for any period under review. The candidate must provide explanations for missing evaluations.

The grade distributions and rigor of the courses taught should be also judged appropriate for the level and subject of the course, where the candidate should also provide documentation to demonstrate conformance to the ECOs (Expected Learning Outcomes) and the level of rigor for each course taught. Examples of appropriate documentation are: course syllabi, handouts, assignments, exams, and descriptions of the use of technology (e.g., PowerPoint, Blackboard, class websites, etc.).

2. A minimum of two (2) peer evaluations of teaching assigned by DRTPC for each academic year under review is required. These should be conducted in both the fall and spring semesters, by two different evaluators and should reflect to the degree possible the breadth of the candidate's teaching assignments.
3. The candidate maintains regular office hours according to the University policy, meets with students and advisees, keeps up-to-date on academic policies, and attends student-advising workshops as outlined in 4.5.
4. Improve course syllabi, outlines, handouts, etc.
5. Develop and/or teach new courses.
6. Significantly revise an existing course.
7. Contribute to course development related to the mission of the college.

8. Develop and/or offer interdisciplinary and/or community service learning courses.
9. Incorporate new activities in class to enhance student learning.
10. Incorporate course activities that enhance student contact with the hospitality industry.
11. Develop or experiment with media and materials as new instructional aids.
12. Integrate the use of technology into a course(s).
13. Develop new teaching methodologies to replace or supplement existing teaching methods.
14. Attend professional growth and intellectual contribution seminars/workshops designed to enhance teaching and learning.
15. Counsel students related to class activities.
16. Work with a mentor (if assigned) to improve teaching performance.
17. Other.

The candidates will be evaluated according to the criteria as outlined in 4.5.

- B. Evaluation of **service** may include the following items (which are not rank ordered by importance). All performance in this category will be evaluated based upon the time commitment, the level of participation, and accomplishments in the identified activity as well as the relevance and benefit to the college.
 1. Serving as an advisor to student clubs.
 2. Providing leadership for student sponsored activities.
 3. Helping place students in internships or other job opportunities.
 4. Contributing to program and/or course development related to the mission of the college.
 5. Participating in Collins College committee work. The candidate must average for any period under review serving on two Collins College Committees per academic year (new or continuing service) and by the end of the

RTP period, have demonstrated leadership at the Collins Committee co-chair level of at least one committee or student club advisor.

6. Frequently participating in Collins College and Cal Poly Pomona activities per semester, such as the Hospitality Uncorked, Commencement, Lectureship Series, Career Expo, alumni events, and other networking, promotional, or fundraising events.
7. Working closely with industry, trade and professional organizations, as well as hospitality educational groups.
8. Serving on advisory committees of hospitality programs at other colleges and schools.
9. Representing the Collins College at speaking engagements or attendance at career days at other colleges and schools, and other similarly related industry and educational involvement.
10. Serving on university and/or academic senate committees, task forces, or ad hoc assignments. The candidate must average for any period under review serving on a minimum of one University Committee per academic year (new or continuing service) for the first two years. After the first two years, two university committee members will be required with at least one demonstrated leadership position.
11. Providing service to the community.
12. Working with a mentor (if assigned) to improve service performance.
13. Working on other related activities and initiatives as recommended by the DRTPC.

The candidates will be evaluated according to the criteria as outlined in 4.5.

- C. Evaluation of **professional growth and intellectual contribution** includes the following items (which are not rank ordered by importance). All performance in this category will be evaluated based upon the time commitment, the level of participation, and accomplishments in the identified activity as well as the relevance and benefit to the college.

Expertise in one's field is necessary for achieving the college's primary mission of teaching. Professional growth and intellectual contribution are essential for maintaining that expertise. Each member of the faculty is expected to pursue activities which contribute directly to his or her professional growth and intellectual contribution.

All candidates applying for an RTP action must gain “academic qualification” in keeping with college standards. To that end, the candidate is required to author at least five (5) refereed publications in Scopus indexed journals, of which a minimum of two (2) journal publication must be designated as primary (first or sole) author and a minimum of one (1) publication in SSCI or SCI journals across the tenure period.

- a. In addition to attaining “academic qualification” in keeping with College standards, candidates are expected to pursue additional activities to maintain their expertise, add to their practical experience, and enhance the effectiveness of their teaching. The Collins College recognizes and values these activities as essential to preserving the practical/applied relevance of the education we provide – one of our key competitive advantages. The Collins College recognizes the candidate's right to choose which of these activities the candidate would most like to pursue and in which the candidate will be evaluated. Candidates are expected to participate in a selection of the following activities each year.
 1. Presentations and or workshops at meetings of professional, technical, or scholarly societies, or peer reviewable working papers.
 2. Completion of coursework, seminars, workshops or other professional education/training that update or advance the candidate’s knowledge in an area relevant to the candidate’s field. Executive/management development/training and other outreach activities with business and industry.
 3. Curriculum-development efforts. This may include innovative curriculum development, curriculum updating, documentation and dissemination of experiments with teaching methods.
 4. Leadership position for one year or more in a scholarly or professional association of regional, national, or international reputation.
 5. Taking leave to accept a teaching, professional and/or a research assignment in a domestic or foreign institution, business firm, or government agency.
 6. Consultation with business or other organizations. The work may be either for pay or pro bono publico and of a problem-solving, innovative, experimental, policy-level, or program-evaluative nature.
 7. Professional mentoring of less experienced faculty by more experienced faculty having track records of excellence in professional growth/intellectual contributions, teaching and/or service. Providing guidance, engaging in joint projects and research, and offering critiques are some examples of mentoring.
 8. Preparation of a research proposal that is funded and writing a report on the research completed under the grant. Preparation of research proposals that are submitted to major government agencies or foundations and the activity undertaken to secure grants fall into this category even if no funding results. Candidates must include in their

RTP packages a description of outcomes achieved, including documentation, especially in cases where they have secured assigned time from teaching.

9. Critical reviews of books or peer-reviewed journal articles that so influenced the book or article as to merit specific acknowledgement by the author(s) in the book or article.
10. The development of innovative instructional materials, learning activities and software, etc. that are significant contributions to the discipline.
11. Other contributions that advance the discipline or its application and that are clearly documented.

The candidates will be evaluated according to the criteria as outlined in 4.5.

4.11. Special Instance. Working with the DRTPC, a candidate may create a methodology to reach an understanding with the DRTPC in a special instance, which would bind a future DRTPC: In special instances where a candidate seeks clarification on a requirement, question, commitment, procedure, decision, or modification, the candidate may request a memorandum of understanding with the DRTPC, which, if granted, would then remain in effect throughout the agreement period. Such a document should be signed by both the candidate and the DRTPC Chair and be placed in the candidate's personal action file.

5. Candidate Responsibilities

- 5.1 In the cover transmittal memo required for the submittal RTP package, the candidate will choose a percentage weight for each evaluation category, and shall state the weights the candidate has chosen within the limits defined below. Total weights must equal 100%.

	<u>Weights Possible</u>
Teaching effectiveness	40 - 60%
Service (to College and University)	20 - 40%
Professional growth and intellectual contribution	20 - 40%

- 5.2 In the self-evaluation, it is the candidate's responsibility to explain clearly and specifically how the documentation submitted (1) reflects the candidate's Faculty Professional Development Plan approved by the DRTPC, (2) improvements made over the year, (3) actions taken to address the feedback and suggestions provide by the DRTPC, the Dean's Office, and the URTPC, and (4) meets the criteria in each category cited in Section 4.5, above, **and** the criteria for specific RTP actions, below. Reference to the criterion section and number in Section 4.5 is strongly recommended. The evaluation shall explicitly contain the following items:
 - A. Discussion of teaching performance. This includes an evaluation of the student and peer evaluations, and activities relating to student advising and/or mentoring. All areas needing improvement noted in the student and peer evaluations shall be addressed. If areas needing improvement or problems were pointed out in previous evaluations, the steps taken or progress made

toward improving them must be addressed. Refer to evaluation criteria for the action being requested (i.e., reappointment, promotion, or tenure).

- B. Discussion of service to the college, university, and community. This includes specific citation of committee assignments and duties, assistance in a professional capacity to any group, etc. If areas needing improvement or problems were pointed out in previous evaluations, the steps taken or progress made toward improving them must be addressed. Refer to evaluation criteria for the action being requested (i.e., reappointment, promotion, or tenure).
 - C. Discussion of professional growth and intellectual contribution activities. This includes specific citation of all peer reviewed publications, dates of attendance of all professional meetings, and explicit reference to all duties and assignments in professional organizations. Works in progress and ongoing activities shall be addressed. If areas needing improvement or problems were pointed out in previous evaluations, the steps taken or progress made toward improving them must be addressed. Refer to evaluation criteria for the action being requested (i.e., reappointment, promotion, or tenure).
- 5.3 The candidate initiates all RTP requests. If the candidate is eligible for an RTP action then there will be written notification from the Office of Academic Planning, Policy and Faculty Affairs to the DRTPC Chair. The candidate must respond in writing that either there will or will not be a request for consideration. If the candidate is requesting early promotion and/or early tenure, then the candidate must notify the DRTPC Chair in writing that there will be a request for an early action.
 - 5.4 At all times, the candidate should monitor the progress of the request through the various review groups. The candidate can withdraw the request, without prejudice, at any level of review.
 - 5.5 The time period covered by the self-evaluation depends on the action requested. Reappointment evaluations are normally based on the previous year's performance; promotion evaluations, on the period since the last promotion or since original appointment; tenure on the period since the original appointment to the current probationary position.
 - 5.6 The candidate shall identify all materials to be considered, and to make available copies of those not already available. Completeness must be balanced against the consideration for the time commitment required of the DRTPC and other evaluators. If material can be summarized or cited rather than included, this is preferable. The candidate should create an Appendix of any items referred to but not included in the evaluation package. The Appendix would include items such as, originals (reprints, books, grant proposals, course materials, lab manuals, letters of thanks, commendations, newspaper articles, manuscripts, etc.). This Appendix of supplemental material should be located in the Dean's office. Only an index to the Appendix (that specifies where the supplemental material is located) is then included in the RTP package. (Note: Following the Dean's evaluation, this Appendix would be forwarded to the URTPC.)

- 5.7 The candidate is responsible for including copies of all required student evaluations. Only the results from the approved college student evaluation forms may be used in the RTP package.
- 5.8 Candidates need to work closely with the Chair of the DRTPC in order to schedule the required number of peer reviews of teaching performance. A candidate may request additional peer evaluations beyond the minimum required. The candidate should have ready during a peer review session (or at some other prearranged time) a course syllabus, schedule, and other relevant teaching materials. Peer reviews must be included in the candidate's RTP self-evaluation.

6. Reappointment Policy

- 6.1 Reappointment means that the candidate is re-applying for the next probationary year. Reappointment, beyond the second year, is not automatic and must be requested. If the initial appointment allowed for, as an example, one or two years credit for prior experience or service, then the request for reappointment must take place at the beginning of the last year of the initial appointment period. Candidates successful in obtaining reappointment will be reappointed to the next probationary year. Candidates who are unsuccessful in obtaining reappointment and are currently in their first or second probationary year will be granted termination effective at the end of the current academic year. Candidates who are unsuccessful in obtaining reappointment and are currently in their third, fourth, or fifth year will be granted reappointment to a terminal year.
- 6.2 A probationary faculty member must apply for reappointment during an RTP cycle if the previous reappointment letter (or initial appointment letter) specifies that the term of (re)appointment expires at the end of the current academic year. The only exception is the case of a probationary faculty member in the sixth probationary year, who must apply for tenure (or equivalent, if the candidate received credit for prior experience or service).

7. Criteria for Reappointment

- 7.1 The candidate shall have overall student evaluations of teaching that fall in the **overall average student evaluations (across all courses and sections for the first two probationary years on each course and section for the 3rd 4th or 5th probationary year) must score 2.0 or lower (where 1 = best) and an overall average peer evaluation must score 8.0 or higher (where 11 = best).**
- 7.2 The candidate shall address areas needing improvement identified in previous student evaluations, peer reviews, and DRTPC and Dean's recommendations.
- 7.3 The candidate shall keep regular office hours and keep appointments.
- 7.4 The candidate shall take an active role in advising students.

- 7.5 The candidate shall provide evidence that the candidate has actively participated in committee or academic governance work at the college or university level: a minimum of two (2) College Committees (minimum 1 co-chair or club co-advisor) and a minimum 2 University Committees.
- 7.6 The candidate shall provide evidence of making progress toward tenure as determined by having met the goals and objectives of the candidate's approved Faculty Professional Development Plan (PDP).

8. Regular Promotion Policy

- 8.1 A request for promotion is never obligatory.
- 8.2 Promotion means the candidate seeks a change in rank commensurate with accomplishments deserving merit and recognition. The candidate is eligible for regular promotion if the candidate has completed four years in the candidate's current rank and may apply at the beginning of the fifth year.
- 8.3 Candidates successful in obtaining promotion will be in the new rank beginning the next academic year.
- 8.4 Promotion to Professor is only possible if the candidate is tenured or is granted tenure at the time of promotion.
- 8.5 Recommendations for promotion may be made on a contingency basis provided that the contingency is met prior to the individual's anniversary date. If the contingency is not met, promotion eligibility will be deferred to the next evaluation cycle.
- 8.6 The period of evaluation for regular promotion must include all the time since the last promotion or initial appointment, whichever is most recent.
- 8.7 The candidate for promotion may use either the college RTP document criteria in effect during the candidate's initial appointment or the criteria in effect in the year the candidate requests action.

9. Early Promotion Policy

- 9.1 Early promotion is advancement in academic rank before the candidate is eligible for regular promotion. The candidate is eligible for early promotion if the candidate has fewer than four years in the candidate's current rank.
- 9.2 Requests for early promotion shall not be considered unless the candidate will have completed two years of full-time service in an academic of assistant or associate professor on this campus prior to the effective date of this requested action. Thus, a faculty member's application for early promotion can occur no earlier than the second year on campus.

9.3 A request for early promotion is never obligatory.

10. Criteria for Promotion to Associate Professor

- 10.1 A request for regular promotion to Associate Professor is never obligatory. A probationary faculty member shall normally be considered for promotion at the same time the candidate is considered for tenure.
- 10.2 Teaching ability, professional growth and intellectual contribution, and a record of service are the primary considerations for granting promotion to Associate Professor. A candidate for Associate Professor is expected to exhibit consistent effectiveness in and mastery of the candidate's teaching and to have demonstrated improvement in those areas that may have been mentioned in any previous evaluations.
- 10.3 Previous short-term goals in the area of teaching have been met, and new short-term goals are continuously being established and clearly communicated in the RTP package and Professional Development Plan. Long term goals are either completed or have reached a satisfactory level of completion, and new long-term goals have been established and clearly communicated in the RTP package and Professional Development Plan.
- 10.4 Evaluation of professional growth and intellectual contribution requires evidence of achievement of short-term goals and of continuous progress toward longer term objectives consistent with the candidate's previously approved Professional Development Plan and that new meaningful short- and long-term goals have been established and clearly communicated in the RTP package.
- 10.5 Evaluation of the service component requires evidence of achievement of committee activity or other activities at the college and/or university levels consistent with the candidate's approved Professional Development Plan. In addition, the evidence should clearly indicate that the candidate will continue efforts in the area of service.

Teaching and Advising

For re-appointment with early tenure and promotion.

- Mean overall average student evaluations for each course and section must score 1.2 or less (where 1 = best).
- Mean overall average peer evaluations must score 10.0 or higher for each course and section being evaluated (where 11 = best).
- The candidates have taught 3 or more discrete (nonsupervisory) courses across the entire probationary (tenure) period, unless the Department Chair provides a support letter to justify the needs for the candidate to teach no more than two discrete courses for the entire probationary period.
- Developed and taught 1 new course during tenure period.

- The candidate maintains regular office hours according to the University policy. The candidate meets with students and advisees, keeps up-to-date on academic policies, and attends at least one student-advising workshops in a two-year period.

Service

For re-appointment with early tenure and promotion.

- A minimum of 2 College Committees (a minimum of 1 chair or club advisor).
- A minimum of 2 university-level Committees (minimum 1 Academic Senate standing committee *Member* or chair or Senator).
- Participating in six or more Collins College or Cal Poly Pomona activities per semester, such as the Hospitality Uncorked, Commencement, Lectureship Series, Career Expo, alumni events, and other networking, promotional, or fundraising events.
- Working closely with industry, trade and professional organizations, as well as hospitality educational groups and/or serving on advisory committees of hospitality programs at other colleges and schools.
- Representing the Collins College at speaking engagements or attendance at career days at other colleges and schools, and other similarly related industry and educational involvement.

Professional Growth and Intellectual Contribution

For re-appointment with early tenure and promotion.

- A minimum of 1 grant submission for University, CSU, or external funding opportunities per academic year across period of review, of which at least one of the submissions was funded.
- A minimum of 3 Professional Association Conference presentations with conference proceedings in each academic year across the period of review.
- A minimum of 10 peer-reviewed articles published in Scopus indexed journals with a minimum of 5 as 1st or single authorship and a minimum of 5 articles in an SSCI or SCI journal, one or more of which can be in-print, OnlineFirst, or in-press.

11. Criteria for Early Promotion to Associate Professor

11.1 The candidate must meet all the criteria for regular promotion to Associate Professor.

11.2 In addition to meeting the criteria for regular promotion, the candidate must satisfy **all** the following additional requirements:

- A. Exceptional teaching performance as demonstrated by consistently superior student ratings, i.e., with an overall student evaluation of each class scoring at 1.20 or less (1 = best) and an overall peer review of each evaluators scoring at 10.0 or higher (11 = best); and/or receiving awards by the university or college for exceptional or outstanding teaching and student advising.

- B. Exceptional service to the university and/or college, namely being the chair of active committees, taking a leadership role in student, college and/or university activities, and/or receiving special recognition for outstanding service by either students, the college or the university.
- C. Exceptional accomplishments in scholarly or professional growth and intellectual contribution activities, i.e., a recognition in the form of an outstanding award(s) or other special action by a professional organization in recognition of peer reviewed research with significant impacts to the field, and/or scholarly activity, or significant scholarly productivity well beyond the minimum requirements for promotion to Associate Professor.

12. Criteria for Promotion to Professor

- 12.1 The request for promotion to Professor will be considered only if the candidate has served four years in the rank of Associate Professor. The candidate may apply at the beginning of the fifth year.
- 12.2 Promotion to Professor is only possible if the faculty member is tenured or is granted tenure at the time of promotion.
- 12.3 Teaching ability, professional growth and intellectual contribution, and a record of service are the primary considerations for granting promotion to Professor. A candidate for Professor is expected to exhibit consistent effectiveness in and mastery of the candidate's teaching and demonstrate improvement in any area needing attention mentioned in previous evaluations. Previous short-term goals in the area of teaching have been met, and new short-term goals are continuously being established and clearly communicated in the RTP package and the candidate's Professional Development Plan. Long-term goals are either completed or have reached a satisfactory level of completion, and new long-term goals have been established and clearly communicated in the RTP package and Professional Development Plan.
- 12.4 Evaluation of the service component requires evidence of completion of significant committee activity within the university and/or college levels as set forth in the candidate's Professional Development Plan. In addition, the evidence presented by the candidate should indicate that the candidate will continue efforts in the area of service.
- 12.5 Evaluation of professional growth and intellectual contribution requires evidence of achievement of short-term goals and previous long-term objectives have been either completed or have reached a satisfactory stage of completion consistent with the candidate's previously approved Professional Development Plan and that new meaningful short- and long-term goals have been established and clearly communicated in the RTP package.
- 12.6 The rank of Professor is the final step in the promotion process and, as such, is accompanied by the need for continuing diligence on the part of the candidate to

perform at a high level and to maintain professional growth. Achieving the rank of Professor is not automatic and is reserved for those who earn it by demonstrating significant achievement in teaching ability, service, and professional growth and intellectual contribution.

Faculty of lower ranks and peers must be able to see in those of the Professor rank, role models of excellence. Examples of teaching excellence include innovation in curriculum development and teaching pedagogy. Additionally, the candidate must be viewed by peers as an excellent teacher and wise counselor to students and others. Examples of service excellence include evidence of leadership in the Collins College, University Committees, and in the local, national, and international communities. Additionally, the candidate must be viewed by peers as a willing, consistent, and effective leader. At minimum, examples of professional growth and intellectual contribution include “academic qualification” elucidated elsewhere in this document, specifically in section 4.5, c. Additionally, the candidate must be viewed by peers as having established him or herself as an expert at the local, national, and international levels.

The candidate will be evaluated according to the criteria as outlined in 4.5.

13. Criteria for Early Promotion to Professor

13.1 The candidate must meet all the criteria for regular promotion to Professor.

13.2 In addition to meeting the criteria for regular promotion, the candidate must satisfy **all** the following additional requirements:

- A. Exceptional teaching performance as demonstrated by consistently superior student ratings, i.e., with an overall student evaluation of each class scoring at 1.20 or less (1 = best) and an overall peer review of each evaluators scoring at 10.0 or higher (11 = best); and/or receiving awards by the university or college for exceptional or outstanding teaching and student advising.
- D. Exceptional service to the university and/or college, namely being the chair of active committees, taking a leadership role in student, college and/or university activities, and/or receiving special recognition for outstanding service by either students, the college or the university.
- E. Exceptional accomplishments in scholarly or professional growth and intellectual contribution activities, i.e., a recognition in the form of an outstanding award(s) or other special action by a professional organization in recognition of peer reviewed research with significant impacts to the field, and/or scholarly activity, or significant scholarly productivity well beyond the minimum requirements for promotion to Associate Professor.

Teaching and advising

For Early Promotion to Full Professor.

- Mean overall average student evaluations across all courses and sections must score 1.2 or lower (where 1 = best).
- Mean overall average Peer evaluations must score 10.0 or higher (where 11 = best).
- Developed and taught 1 new course during evaluation period.
- The candidate maintains regular office hours according to the University policy. The candidate meets with students and advisees, keeps up-to-date on academic policies, and attends at least one student-advising workshops in a two-year period.

Service

For Early Promotion to Full Professor.

- A minimum of 2 College Committees (a minimum 1 chairs or club advisors).
- A minimum of 2 University Committees (minimum 2 Academic Senate standing committee *Member* and 1 chair or Senator).
- Participating in six or more Collins College or Cal Poly Pomona activities per semester, such as the Hospitality Uncorked, Commencement, Lectureship Series, Career Expo, alumni events, and other networking, promotional, or fundraising events.
- Working closely with industry, trade and professional organizations, as well as hospitality educational groups and/or serving on advisory committees of hospitality programs at other colleges and schools.
- Representing the Collins College at speaking engagements or attendance at career days at other colleges and schools, and other similarly related industry and educational involvement.
- Providing service to the community.
- Working with a mentee to improve service performance.
- Working on other related activities and initiatives.

Professional Growth and Intellectual Contribution

For Early Promotion to Full Professor.

- A minimum of 1 grant submission total University, CSU, and external funding opportunities per academic year across the period of review, of which at least one of the submissions was funded.
- A minimum of 3 Professional Association Conference presentations with conference proceedings per academic year during the period of review.
- A minimum of 10 peer-reviewed articles published in Scopus indexed journals with minimum of 5 as 1st or single authorship and a minimum of 5 articles in an SSCI or SCI journal, one or more of which can be in-print, OnlineFirst, or in-press

14. Tenure Policy

- 14.1 A request for tenure normally occurs when a probationary faculty member has begun the last year of the probationary period. The request is obligatory in this case.
- 14.2 The candidate will be recommended by the DRTPC either for tenure or for a terminal year.
- 14.3 The DRTPC will review the candidate's entire prior performance for all years of probationary (tenure-track) service.
- 14.4 Each candidate for tenure may use either the RTP criteria in effect during the candidate's first academic year of probationary service on this campus or the RTP criteria in effect in the year the candidate requests action.
- 14.5 To be considered for tenure, candidates must meet **all** of the specified requirements provided by the DRTPC upon the candidate's initial year of employment.
- 14.6 Recommendations for tenure may be made on a contingency basis provided the contingency is met prior to the individual's anniversary date.

15. Criteria for Tenure

- 15.1 Teaching ability, service, and professional growth and intellectual contribution are the primary considerations for granting tenure. A candidate for tenure is expected to exhibit **consistent** effectiveness in and mastery of the candidate's teaching. Any significant areas needing improvement in previous evaluations for reappointment by the DRTPC shall have been corrected by this time. Short-term goals as outlined in the candidate's Professional Development Plan, in the area of teaching, have been met and there is evidence that long-term goals, as outlined in the candidate's Professional Development Plan, are either completed or have reached a satisfactory level of completion.
- 15.2 Evaluation of the service component requires evidence of completion of significant committee activity within the university and/or college levels as outlined in the candidate's Professional Development Plan. In addition, the evidence presented by the candidate should indicate that the candidate will continue efforts in the area of service.
- 15.3 Evaluation of professional growth and intellectual contribution requires evidence of achievement of short-term goals and previous long-term objectives

have been either completed or have reached a satisfactory stage of completion consistent with the candidate's previously approved Professional Development Plan, that has included a minimum of five (5) peer-reviewed published (or accepted for publication) journal articles, and that new meaningful short and long term goals have been established and clearly communicated in the RTP package.

- 15.4 Any candidate requesting an RTP action for tenure will, during the first week of the fall term, submit the names, addresses, and other contact information of three tenured faculty members (not faculty members at Cal Poly Pomona) who will have agreed to serve (if asked) as outside readers for the candidate's RTP package. The DRTPC will select one outside reader and include his or her assessment as part of the evaluation.

16. Early Tenure Policy

- 16.1 Early tenure is permanent academic standing before completion of a normal period of probation.
- 16.2 A request for early tenure is never obligatory.
- 16.3 A recipient of early tenure must have completed two years of full time service at Cal Poly Pomona before the effective date of early tenure. Thus, a faculty member's application for early tenure can occur no earlier than after completion of the second year on campus.
- 16.4 The RTP Committee will review the candidate's entire prior performance for all years of probationary service.
- 16.5 Each candidate for early tenure may use either the RTP criteria in effect during the candidate's first academic year of probationary service on this campus or the RTP criteria in effect in the year the candidate requests action.
- 16.6 To be considered for early tenure, candidates must have met all of the specified requirements provided by the DRTPC upon the candidate's initial year of employment.
- 16.7 Recommendations for early tenure may be made on a contingency basis provided the contingency is met prior to the individual's anniversary date.

17. Criteria for Early Tenure

- 17.1A request for early tenure is never obligatory. A recipient of early tenure must have completed two years of full-time service at Cal Poly Pomona before the

effective date of early tenure. Thus, a faculty member's application for early tenure can occur no earlier than after completion of the second year on campus.

17.2 The candidate must meet all the criteria for tenure.

17.3 In addition to meeting the criteria for tenure, the candidate must satisfy **all** the following additional requirements:

- A. Exceptional teaching performance as demonstrated by consistently superior student ratings (with each class number average of 1.20 or better) and peer reviews (with each review number average of 10.0 or better); awards by the university or college for exceptional or outstanding teaching and student advising.
- B. Exceptional service to the university and/or college as evidenced by being chair of active committees, taking a lead role in student, college or university activities, or special recognition for outstanding service by either the college or the university. At least 1 chair positions at the College committee level, and at least 2 Academic standing committee or 1 chair or Senator at the University level.
- C. Exceptional accomplishments in scholarly or professional growth and intellectual contribution activities as evidenced by: recognition in the form of an award(s) or other special action by a professional organization in recognition of peer reviewed research and/or scholarly activity or significant scholarly productivity well beyond the minimum requirements for tenure. In addition, the candidate must well-known by professional peers and colleagues both nationally and internationally for making a major contribution to a particular field of study, discipline, or industry, or the candidate has played a major and significant leadership role in one or more professional associations in the candidate's field. At least five refereed publication are published in a journal with an impact factor of 2.0 or above.
- D. Faculty of lower ranks and peers must be able to see in those applying for early tenure, role models of excellence. Examples of teaching excellence include innovation in curriculum development and teaching pedagogy. Additionally, the candidate must be viewed by peers as an excellent teacher and wise counselor to students and others. Examples of service excellence include evidence of leadership in the Collins College, University Committees, and in the local, national, and international communities. Additionally, the candidate must be viewed by peers as a willing, consistent, and effective leader. At minimum, examples of professional growth and intellectual contribution include "academic qualification" elucidated elsewhere in this document, specifically in section 4.5, c.

18. Evaluation of Faculty on Administrative Assignment, Serving in Academic Governance, or on Academic Leave

18.1 The Committee must take into account the activities of faculty temporarily on leave from teaching duties for such purposes as sabbatical leave, fellowships, overseas teaching, administrative assignment for the university, and visiting professor/scholarship at another institution. Faculty on leave shall be evaluated using the same criteria for teaching, professional growth and intellectual contribution, and service with suitable modifications listed below.

18.2 Faculty Serving an Administrative Assignment:

- A. For reappointment or tenure, the candidate serving an administrative assignment shall have taught at least 3 WTUs for the previous academic year. All 3 WTUs must be for courses offered by The Collins College. Student evaluations for all courses taught must be included in the RTP package.
- B. For promotion, faculty serving an administrative assignment at the time of an evaluation shall have taught college courses of at least 3 WTUs since their faculty appointment or last promotion. At least 3 WTUs shall be within the year preceding the candidate's request. Student evaluations for all courses taught must be included in the RTP package.
- C. For reappointment, tenure or promotion, faculty serving an administrative assignment shall provide evidence of professional growth and intellectual contribution, and shall be held to the same standard as any other candidate for reappointment, promotion, or tenure in the college.
- D. Faculty serving on administrative assignment shall have their service component satisfied by working on their administrative duties.
- E. There can be no deviation of the above requirements for faculty serving an administrative assignment without the written consent of the DRTPC, Dean and the University RTP Committee. The Provost and/or Vice President for Academic Affairs shall make the final determination on the acceptability of any deviation from the above requirements.

18.3 Faculty On Approved Leave

- A. Faculty members who are on leave that has been approved by the president of the university are on approved leave. Normally, this is with pay from this university and thus, for tenure track candidates, the probationary status is still active and the next several paragraphs apply. If the approved leave is without pay from the university then the probationary status of the tenure track

candidate is inactive (“the clock has stopped”) and the next several paragraphs do not apply.

- B. For promotion, faculty on approved leave at another institution shall have taught courses offered by the Collins College at least 3 WTUs since the last promotion. At least 3 WTUs shall be in the year preceding the candidate’s request. Student evaluations for all courses taught must be included in the RTP package. Teaching at another institution does not relieve the candidate of the teaching requirement at this university.
- C. For reappointment or tenure, the candidate on approved leave at another institution shall have taught courses offered by The Collins College equivalent to 3 WTUs for the previous academic year. All 3 WTUs must be for courses offered by the Collins College at Cal Poly Pomona. Student evaluations for all courses taught must be included in the RTP package. The evaluation of teaching during the approved leave must be consistent with the candidate’s approved Professional Development Plan.
- D. For reappointment, tenure or promotion, faculty on approved leave at another institution shall provide evidence of professional growth and intellectual contribution, and shall be held to the same standards as any other candidate for reappointment, tenure or promotion in the college. Professional growth and intellectual contribution done at another institution, whether alone or in collaboration with others, can be examined by the Committee for the purposes of fulfilling the college’s criteria in the area of scholarly activity and the candidate’s Professional Development Plan.
- E. Faculty on approved leave shall furnish evidence in their RTP package that they have fulfilled the service requirement specified in the college criteria for the requested RTP action and the candidate’s approved Professional Development Plan.
- F. There can be no deviation of the above requirements for faculty serving on approved leave without the written consent of the DRTPC, Dean and the University RTP Committee. The Provost and/or Vice President for Academic Affairs shall make the final determination on the acceptability of any deviation from the above requirements.

18.4 Faculty Serving in Academic Governance

- A. For promotion, faculty serving in academic governance on assigned time equivalent to half time (or greater) appointment shall have taught courses offered by the Collins College at least 3 WTUs since the last promotion. At least 3 WTUs shall be in the year preceding the candidate’s request. Student evaluations for all courses taught must be included in the RTP package.

- B. For reappointment or tenure, the candidate serving in academic governance and on assigned time equivalent to a half time (or greater) appointment shall have taught courses offered by the Collins College of at least 3 WTUs for the previous academic year. All 3 WTUs must be for courses offered by the Collins College. Student evaluations for all courses taught must be included in the RTP package.
- C. For reappointment, tenure or promotion, faculty serving in academic governance and on assigned time equivalent to a half time (or greater) appointment, shall provide evidence of professional growth and intellectual contribution and shall be held to the same standard as any other candidate for reappointment, tenure or promotion in the college.
- D. Faculty serving in academic governance shall have their service component satisfied by working on their academic governance duties.
- E. There can be no deviation of the above requirements for faculty serving in academic governance without the written consent of the DRTPC, Dean and the University RTP Committee. The Provost shall make the final determination on the acceptability of any deviation from the above requirements.

19. Probationary Faculty Professional Development Plan (PDP) Policies

- 19.1 The purpose of the Faculty Professional Development Plan (PDP) is to provide probationary faculty with a framework that encourages and provides support for continued growth and development in their professional and academic careers in personally satisfying ways that serve the strategic plans of the college and the university. The PDP is an integral component of the reappointment, tenure and promotion process.
- 19.2 Professional development for the college consists of those activities undertaken by faculty members to make themselves more effective teachers, more productive contributors to professional growth and intellectual contribution, and involved participants in service to the college, the university and the broader community. Faculty development is seen as a life-long process of achieving and enhancing personal and professional levels of readiness to fulfill the obligations of being a faculty member.
- 19.3 One intended outcome of the PDP is to make the RTP process an effective and clear measure of faculty contributions and productivity. Annually, the approved PDP shall be compared with the candidate's RTP document to measure achievements in the areas of teaching, service, and professional growth and intellectual contribution. The PDP is intended to provide guidance to the faculty member regarding expectations of the RTP Committee. The PDP should be

viewed as a flexible document and is **not intended to be used as a punitive measure against faculty productivity.**

19.4 The DRTPC in consultation with the Dean is responsible for approving all Professional Development Plans in collaboration with the candidate.

19.5 Procedures

- A. Year 1: The faculty member shall meet with the DRTPC to discuss RTP plans for the current academic year. This meeting shall take place before the Friday of the 4th week of the first term of the faculty member's initial appointment. The RTP plans are enumerated across the three areas of evaluation: Teaching, service, and professional growth and intellectual contribution using the Professional Development Plan (PDP) format.
- B. Years 2-6: The faculty member will submit a PDP to the DRTPC in the spring semester prior to each evaluation period. The candidate will submit the PDP by April 1st. The DRTPC will respond to the candidate in writing by the last day of classes in spring semester, and the candidate may request a meeting with the DRTPC at that time. The approved PDP shall be included in the faculty member's RTP document each evaluation period. The Dean will receive a copy of the PDP after it has been developed.
- C. The Dean and each member of the DRTPC shall maintain a copy of the candidate's approved Professional Development Plan.
- D. Changes to the PDP: Although PDP's are submitted annually, it is understood that the faculty member's activities may change throughout the year. If changes are **significant**, the faculty member may request the DRTPC to review the changes and respond in writing within 10 working days of submission, and/or the faculty member may request a meeting with the DRTPC. Minor changes should be appended to the PDP with a brief explanation and included with the RTP document submission.
- E. Both the Collins DRTPC and the Dean will respond to the faculty member's submitted PDP. If the two responses are conflicting, or in any way unclear, it is the responsibility of the faculty member to schedule a meeting with the Chair of the DRTPC and the Dean in order to create a mutually agreed upon set of performance expectations.

19.6 Types of Activities for the Faculty Professional Development Plan

- A. Teaching. Indicators of or commitment to teaching excellence could include, but are not limited to the following:
 - 1. Improve course syllabi, outlines, handouts, etc.

2. Develop and offer a new course
 3. Significantly revise an existing course
 4. Contribute to course development related to the mission of the college
 5. Develop and offer interdisciplinary and/or general education courses
 6. Incorporate new class activities used in to enhance student learning
 7. Incorporate course activities that enhance student contact with the hospitality industry
 8. Develop or experiment with media and materials as new instructional aids
 9. Integrate the use of technology into a course(s)
 10. Develop different teaching methodologies to replace or supplement existing teaching methods
 11. Attend professional development seminars/workshops designed to enhance teaching and learning
 12. Counsel students related to class activities
 13. Work with a mentor to improve teaching performance
 14. Other related activities or initiatives
- B. Service. Indicators of service or commitment to students, the Collins College, the University and the community could include but are not limited to:
1. Serving as an advisor to student clubs.
 2. Providing Leadership for student sponsored activities.
 3. Helping place students in internships or other job opportunities.
 4. Contributing to program and/or course development related to the mission of the college.
 5. Participating in Collins College committee work.
 6. Participating in Collins College fund raising activities.
 7. Working closely with industry, trade and professional organizations, as well as hospitality educational groups.
 8. Serving on advisory committees of hospitality programs at other colleges and schools.
 9. Representing the Collins College at speaking engagements or attendance at career days at other colleges and schools, and other similarly related industry and educational involvement.
 10. Serving on university and/or academic senate committees, task forces, or ad hoc assignments.
 11. Providing service to the community.
 12. Working with a mentor to improve service performance.
 13. Working on other related activities and initiatives.
- C. Professional Growth and Intellectual Contribution. Indicators of or commitment to professional growth and intellectual contribution in areas related to the mission of the college could include but are not limited to:

1. Books or book chapter(s) that are published by recognized and independent publishers.
2. Trade publications recognized by industrial and professional groups.
3. Government-sponsored-research reports.
4. Published cases.
5. External-grant proposals that are funded.
6. Presentations and or workshops at meetings of professional, technical, or scholarly societies, or peer reviewable working papers.
7. Completion of coursework that update or advance the candidate's knowledge in an area relevant to the candidate's field.
8. Executive/management development/training and other outreach activities with business and industry.
9. Curriculum-development efforts. This may include innovative curriculum development, curriculum updating, documentation and dissemination of experiments with teaching methods.
10. Leadership position for one year or more in a scholarly or professional association of regional, national, or international reputation.
11. Taking leave to accept a teaching, professional and/or a research assignment in a domestic or foreign institution, business firm, or government agency.
12. Consultation with business or other organizations. The work may be either for pay or pro bono publico and of a problem-solving, innovative, experimental, policy-level, or program-evaluative nature.
13. Professional mentoring of less experienced faculty by more experienced faculty having track records of excellence in professional growth/intellectual contributions, teaching and/or service. Providing guidance, engaging in joint projects and research, and offering critiques are some examples of mentoring.
14. Preparation of a research proposal that is funded and writing a report on the research completed under the grant. Preparation of research proposals that are submitted to major government agencies or foundations and the activity undertaken to secure grants fall into this category even if no funding results. Candidates must include in their RTP packages a description of outcomes achieved, including documentation, especially in cases where they have secured assigned time from teaching.
15. Critical reviews of books or peer-reviewed journal articles that so influenced the book or article as to merit specific acknowledgement by the author(s) in the book or article.
16. The development of innovative instructional materials, learning activities and software, etc. that are significant contributions to the discipline.
17. Other contributions that advance the discipline or its application and that are clearly documented.

APPENDIX A

Student Evaluation Forms for Classroom and Lab

Student Evaluation Statement

Student Evaluation Statement

READ ALOUD TO CLASS BEFORE DISTRIBUTING EVALUATION FORMS.

1. This evaluation is to be anonymous. Do not put your name on the form.
2. The course name and CRN number is on the board.
2. Please read each item carefully and indicate your response by using a #2 pencil.
3. For your information—
 - 1 = very good
 - 2 = good
 - 3 = satisfactory
 - 4 = poor
 - 5 = very poor
5. When you have finished, return the form to the designated student who will collect all the evaluation forms and return them to the Student Services Office.

APPENDIX B

Peer Evaluation Form

The Collins College of Hospitality Management

Peer Evaluation Form

Knowledge level of the instructor (as indicated by lecture content and/or ability to answer questions)

Knowledge Rating												
	0	1	2	3	4	5	6	7	8	9	10	11
	Needs Improvement				Meets Expectation				Exceeds Expectation			

Learning environment (as indicated by interest level of students, enthusiasm, openness, and helpfulness of instructor)

Learning Rating												
	0	1	2	3	4	5	6	7	8	9	10	11
	Needs Improvement				Meets Expectation				Exceeds Expectation			

Communication (as indicated by the clarity of how ideas are presented, and the ability of the instructor to speak audibly and clearly)

Communication Rating												
	0	1	2	3	4	5	6	7	8	9	10	11
	Needs Improvement				Meets Expectation				Exceeds Expectation			

Organization (as indicated by the order of ideas presented, classroom dynamics, variety of teaching techniques, the appropriate level of information provided, preparation level of the instructor, and the pace and amount of information provided)

Organization Rating												
	0	1	2	3	4	5	6	7	8	9	10	11
	Needs Improvement				Meets Expectation				Exceeds Expectation			

Rigor (the rigor of the courses taught should be appropriate for the level and subject of the course. The candidate's syllabus, handouts, and assignments are appropriate as suggested in the ECOs)

Overall Rating												
	0	1	2	3	4	5	6	7	8	9	10	11
	Needs Improvement				Meets Expectation				Exceeds Expectation			

Overall

Overall Rating												
	0	1	2	3	4	5	6	7	8	9	10	11
	Needs Improvement				Meets Expectation				Exceeds Expectation			

APPENDIX C

Faculty Professional Development Plan (PDP) Forms

Faculty Professional Development Plan

Teaching

Activity	Time Commitment	Planned Accomplishments	Date Accomplished
1.			

SIGNATURE OF CANDIDATE _____ DATE _____

Service to Students, College, the University, and the Community

Activity	Time Commitment	Level of Participation	Planned Accomplishments	Date Accomplished
1.				

SIGNATURE OF CANDIDATE _____ **DATE** _____

Professional Development and Intellectual Contribution

Activity	Time Commitment	Level of Participation	Planned Accomplishments	Date Accomplished
1.				

SIGNATURE OF CANDIDATE _____ **DATE** _____

Weighted Development Areas

Assign a percentage weight to each of the development areas. The possible weights are limited as follows:

		<u>Weights Possible</u>	<u>Your Weights</u>
1.	Teaching Effectiveness	40-60%	_____
2.	Service to the College, University, and Community	20-40%	_____
3.	Professional Growth and Intellectual Contribution	20-40%	_____

Comprehensive Rationale for Your PDP (Limit to 3 pages maximum)

SIGNATURE OF CANDIDATE _____ DATE _____