

Apparel Merchandising and Management

Department

Criteria and Guidelines

for

RTP Procedures and Evaluation

for

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Approved by the Department

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AMM Department Criteria and Guidelines for Reappointment, Tenure & Promotion

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I. Statement of Purpose

The purpose of the Reappointment, Tenure, and Promotion (RTP) evaluation is to determine whether a candidate is making required progress at an expected level of performance and developing tangible evidence of advancement toward tenure and/or promotion against identified criteria established in this document and University RTP documents. The intent is to provide a system where excellence is rewarded.

This document shall serve as the Apparel Merchandising and Management (AMM) Department criteria and guidelines concerning tenure-track reappointment, tenure, promotion, and post tenure review.

The AMM Department Reappointment, Tenure, and Promotion Committee (DRTPC) will evaluate all faculty members periodically in order to ensure a continued high level of academic performance. The Department evaluation of each candidate is intended to be objective and will include a thorough written review of a candidate's strengths, areas needing improvement, and recommendations to resolve deficiencies.

Candidates will be evaluated in three areas. They include:

1. Teaching

The primary role of the faculty is teaching. The review of teaching is to evaluate a candidate's performance in the classroom and their effort directed at improving both the quality of course content and instructional effectiveness through professional development activities.

2. Scholarly and Creative Activities

Candidates will also be evaluated on evidence of scholarship and creative activities. The AMM department considers scholarly and creative activities to be important towards improving instructional programs (teacher-scholar integration) and in elevating the stature of the program in the field.

3. Service

In addition, every faculty member is expected to contribute to the AMM Department, the College, the University, and the broader community through activities such as advising, serving on and chairing committees, attending and helping to organize special events, and establishing/strengthening ties with industry, alumni, and the community.

Of significant importance to AMM is that a candidate is actively engaged with the apparel industry by incorporating relevant material into the curriculum and department functions.

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The AMM Department believes that it is the right and responsibility of the department faculty, when feasible, to weigh the merits of its faculty and that they are the most qualified to judge professional competence in the field of apparel and textiles.

The AMM Department RTP process conforms fully with the requirements of the University RTP guidelines as set out in Appendix 16, May 2013, of the University Manual (Policy 1328). The relevant RTP materials are available at: <http://www.cpp.edu/~faculty-affairs/policies-and-procedures.shtml> Appendix 16 of the University Manual is referenced throughout this document with the following types of notations (305.100).

II. AMM DRTP Procedures

AMM DRTP procedures will include the following:

A. Provide the candidate with notification of eligibility for RTP action

1. When the Vice President for Academic Affairs has made available the list of faculty members considered eligible for RTP consideration, the chair of the DRTPC shall verify the list with the dean. The Associate Vice President for Academic Planning, Policy and Faculty Affairs will notify all those eligible for regular RTP consideration no later than the first day of the Fall semester. (305.704, 305.704B)
2. Requests for action should start with a person desiring reappointment, tenure, or promotion. Each faculty member eligible for an RTP action shall notify the DRTPC chair in writing of intent to request an RTP action(s) or that no action will be requested. This notification shall take place during the first week of the Fall semester. The notification will be non-binding. (305.704, 305.704A)

B. Provide the candidate with proper documents

1. The DRTPC chair shall ask all candidates for reappointment, tenure, and promotion to state their case in writing to the DRTPC, using the standard university Faculty Performance Review Form (Appendix 27 of the University Manual). (305.704)
2. The department chair shall make available to all RTP candidates and the DRTPC the approved Department RTP Document that the candidates are eligible to use. (Note that copies of these documents are available in the Faculty Affairs Office.) (305.201D)

C. Provide the candidate with explanation of DRTP procedures and criteria

1. The DRTPC Chair will review the DRTP document, related forms, procedures and criteria in the following sections with the candidate as soon as the candidate has indicated intent to apply for action.

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2. Provide each candidate with a copy of the university RTP calendar for the current academic year. Confirm with candidates the deadline dates when supporting documentation is due.
3. Once the evaluation process has begun, there shall be no changes in criteria and procedures used to evaluate the candidate during the evaluation process. (CBA 15.3) (305.201D)

III. DRTPC Criteria and Performance Requirements for Reappointment

A. Introduction

Department RTP criteria are consistent with university-wide RTP criteria (see section 305.1 of the University Manual); specifically, they recognize the primary importance of teaching and the maintenance of appropriate academic standards, they address accomplishments in the area of scholarly and creative activity, and address accomplishments in the area of service to the university, the profession, and the community. (305.201)

In harmony with the University's vision of Cal Poly Pomona as a community of teacher-scholars, the blending of teaching and scholarship into a single synergistic endeavor that results in a creative integration of the two roles is highly valued.

Department criteria also address the following circumstances: consideration of performance in the area of student advising/mentoring, peer evaluation of teaching performance, the evaluation of faculty serving in administrative positions or performing administrative duties, evaluation of faculty serving in positions of academic governance, and consideration of the activities of faculty temporarily on leave from teaching duties (such as sabbatical leave, fellowships, overseas teaching, administrative assignment for the university, and visiting professor/scholar at another institution). (305.201)

Consistent with University RTP documents, no other criteria are applicable at any RTP level, unless stated in writing, to the agreement of the candidate, the DRTPC, College RTP committee, the University RTP committee, and the Associate Vice President for Academic Planning, Policy and Faculty Affairs. The following sections list criteria to provide evidence of teaching and professional development, scholarly and creative activity, and service to students, department, college, university, and industry.

No department or college of the university can require a candidate to secure an additional degree to qualify for promotion to any rank when it is shown to the satisfaction of the URTPC and the Vice President for Academic Affairs that the candidate holds the terminal degree in the discipline in which that candidate regularly teaches at the university. (305.202)

B. Appropriate Timeframe for Candidate Evaluation

Reappointment evaluations are normally based on the previous year's performance. The time-period for reappointment evaluation begins the first day of Fall term and ends the day before the next Fall term starts. (305.703) The period covered by the self-evaluation ("period of review") should be the time period that has passed since the last application was made for the

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same or a similar action. (305.703)

C. Percentage Weights for Evaluation Consistent with WTU Assignments

1. The DRTPC establishes first appointment candidate's percentage weights (see below).
2. Candidates for second and subsequent appointments need to specify a percentage weight for scholarly and creative activity, and service on the cover page. Total weights must equal 100%.
3. First reappointment weights possible. This division is based on the premise that in their first two semesters at Cal Poly new professors will be teaching no more than 3 classes per semester. They are required to prepare for their full teaching assignment by developing new course materials while engaging in professional development related to teaching. In addition, newly qualified appointees are expected to publish from their graduate thesis or, for established faculty, from their continuing research program.

	Average Assignment per semester for the First Year
Teaching (including Professional Development Related to Teaching)	60% (9 WTUs)
Scholarly and Creative Activities	30% (4.5 WTUs)
Service to the Department, College, University, Community and Industry	10% (1.5 WTUs)

(May vary depending on the release time from the College and/or University. Consult DRTP)

4. Second and subsequent reappointment weights -based on work assignment.

	Standard Assignment per Semester
Teaching (including Professional Development Related to Teaching)	80% (12 WTUs)
Scholarly and Creative Activities	10% (1.5 WTUs)
Service to the Department, College, University, Community and Industry	10% (1.5 WTUs)

(May vary in 2nd year depending on the release time from the College and/or University. Consult DRTP)

5. If during second or subsequent appointments the candidate is awarded a grant or contract or is given reassigned, release time or professional leave from their full-time teaching assignment, the above percentages in #4 will be adjusted for the candidate to reflect the redistribution of their work assignment. This will be determined annually between the candidate and the Department Chair. It will be communicated in writing and will become the basis for RTP assessment. Total weights must equal 100%.

D. Criteria and Performance Requirements for Teaching

1. The candidate should turn in evidence in the Faculty Performance Review and/or appendix of supporting documents for all courses taught that shows ability in two areas. They are:
 - a. Excellence in teaching ability
 - b. Excellence in industry relevant course content

2. The candidate must use Appendix 16 (May 2013) Section 2.1 paragraphs 1-3, and this section of the AMM department RTP document as the guidelines for providing proper documentation in the Faculty Performance Review Form (on page 4a, #1 and page 6a).
3. Performance Requirements for Teaching – First re-appointment

A candidate on first appointment must demonstrate that he/she has met criteria (a) through (l) to meet reappointment requirements.

- a. Developed an appropriate instructor development plan as part of their professional development plan for review by the Chair and DRTP Committee (see Appendix H).
 - b. Developed clear, organized, concise course syllabi.
 - c. Presented course material in a clear and effective manner.
 - d. Provided clear directions and grading criteria for assignments.
 - e. Shown that lecture/laboratory/activities meet the course objectives.
 - f. Applied knowledge from current research and industry practice in their courses and utilized effective pedagogical strategies, including evidence-based assessment, to facilitate student learning.
 - g. Incorporated material/training which prepares students for apparel industry positions and post baccalaureate education.
 - h. Developed industry relevant course materials for classes taught.
 - i. Attended professional development seminars/workshops to improve teaching, learning, and assessment.
 - j. Collaborated with a mentor to improve teaching performance.
 - k. Observed teaching of other instructors to develop active learning techniques.
 - l. Have memberships/subscriptions to professional literature/organizations that focus on apparel teaching, learning and assessment, and apparel industry information.
4. Performance Requirements for Teaching – Subsequent Appointments

For subsequent appointments, the candidate must articulate how they meet criteria (a) through (l) in #3 above and select a combination of activities from (m) through (y) below that contribute to the candidate's accomplishments in teaching at a level of effort commensurate with the percentages the candidate identifies in response to requirements in Section III.C above. The candidate also needs to show a reasonable balance in completing the items below. The candidate must show a consistently high or increasing level of attainment each year.

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- m. Revision or reorganization of existing course materials to improve student learning outcomes.
 - n. Contributed to course or curriculum development related to the mission of the Department.
 - o. Improvement or updating of class activities, student instructional assessments, or projects.
 - p. Development and implementation of innovative teaching methods or materials which replace or supplement existing teaching methods and materials.
 - q. Procurement, development or learning of new equipment, software, or supporting classroom materials.
 - r. Development and utilization of effective learning assessment tools in their courses.
 - s. Development and introduction of a new course.
 - t. Contribution to the mentoring of more junior tenure track faculty to be more effective instructors.
 - u. Attendance at industry events, activities, seminars, workshops, etc. relevant to the courses in the candidates teaching assignment.
 - v. Cultivation of industry contacts to expand learning opportunities beyond the classroom, (e.g., field trips, guest speakers).
 - w. Authoring and attaining education, training, software, or equipment grants that benefit teaching or learning outcomes.
 - x. Completion of an industry internship or fellowship.
 - y. Integration of scholarship into teaching.
5. The DRTPC evaluation of teaching performance shall be recorded in the candidate's RTP Package. Evaluation of teaching will include, but not be limited to the self-evaluation provided by the candidate, a statement summarizing and interpreting the results of student instructional assessments, peer evaluations, student comments, other comments, a comparison of instructional assessments, and other supporting evidence for teaching and professional development. The DRTPC evaluation will be looking for evidence commensurate with the level of effort identified by the candidate in Section III.C. (305.201)
6. The primary form of evaluation for teaching will be peer review. Reviews will be carried out on two courses per academic year (during Fall, and Spring semester). It should not normally be carried out on the same course twice. Ideally, a different tenured faculty member should carry out each peer review. Faculty will be required to provide their reviewers with supporting documents, including a copy of the syllabus, relevant assignments and exams, and access to their course Blackboard site.
7. Candidates need to conduct student feedback for each taught class each semester. Feedback from student evaluations will be considered alongside peer review in the evaluation of teaching effectiveness.
8. In reviewing student feedback, the DRTPC will evaluate a candidate's instructional assessments as follows:

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- a. The overall average rating is calculated from statistics used and printed on the computer printout summaries.
- b. A lower score is a better rating. Very good (1) is the lowest numeric value, but the highest rating, while very poor (5) is the highest numeric value, but the lowest rating.
- c. Any DRTPC evaluation across courses can be analyzed thematically by question (e.g., question #2 all courses evaluated) and/or analyzed individually by class.
- d. The expectation within the College of Agriculture is that student evaluations will show a trend improvement until they average 2.0 or below.

E. Criteria and Performance Requirements for Scholarly and Creative Activities

1. The candidate should provide evidence in the Faculty Performance Review and appendix of supporting documents for all scholarly and creative activity. The evidence must demonstrate how the candidate has achieved excellence in this area.
2. The candidate must use the guidelines in Appendix 16 (May 2013) and this section of this document as the guideline for providing proper documentation in the Faculty Performance Review Form.
3. The AMM Department values scholarly and creative activity as a critical activity. Scholars make intellectual and/or creative contributions that extend and/or develop new knowledge or creative inquiry. They produce work which is peer reviewed, critiqued, juried and/or judged and results in a publication, presentation, creative work or other product disseminated to a wider audience beyond the Cal Poly Pomona community.
4. Scholarly and creative activities are evaluated on the time commitment, the level of participation, accomplishments achieved, contribution to the faculty member's teaching, the degree to which activities are in concert with industry, and their relevance and benefit to the AMM Department.
5. Cal Poly Pomona values the Teacher-Scholar model of scholarship. This is defined as follows: "teacher scholars are actively engaged in advancing their field 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". For a full definition see <http://www.csupomona.edu/~academic-affairs/about/teacher-scholar.shtml>.
6. The DRTPC evaluation will be looking for evidence commensurate with the level of effort identified in Section III.C above. Typically, for each year of service and based on a full teaching load (24 WTUs per year), this would equate to a scholarship record of at least:

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- one peer reviewed journal article or book chapter, **OR**
 - one peer reviewed scholarly presentation to a national or international conference of academics or practitioners, **OR**
 - one full grant submission to an external funding agency that undergoes review.
7. Upon requesting tenure, the candidate should have attained at least the following, (acting in a major role):
- two peer reviewed journal articles or one peer reviewed journal article plus one book chapter;
 - one internal research grant submission (e.g. PRSCA or ARI);
 - three peer reviewed scholarly presentations to a national or international conference of academics or practitioners.
8. Where the candidate has obtained a reduced teaching or service load to support their scholarship, the candidate will have to demonstrate additional scholarship productivity above the expectations listed above. For each 6 WTUs of release time annually, the expectation is for (acting in a major role) one peer reviewed journal paper, OR two conference papers drawn from distinctly different research projects, OR a book chapter, OR a full grant submission that is reviewed by an external agency.
8. On their first reappointment a candidate must present a clear plan of scholarship development as part of their professional development plan. This should be complementary to their teaching and in line with the AMM department objectives (see Appendix H).
9. Each year candidates should also demonstrate a balance and progression of scholarly-related activities as below:
- a. Attending workshops or professional meetings for purposes of scholarly and creative activity development (e.g. identifying funding sources, developing grant proposals, technology development, building collaborative partnerships).
 - b. Working with a mentor to improve research productivity.
 - c. Involving students in research training and activity.
 - d. Participating in research at another institution.
 - e. Producing other scholarly or professional publications (non peer reviewed).
 - f. Editing a book.
 - g. Other publications including software, instructional materials, manuals, popular articles, web pages, etc.
 - h. Co-authoring and or co presenting research with students in professional venues.
 - i. Oral presentations to professional organizations and/or workshops (non peer reviewed).
 - j. Poster presentations at professional organizations or workshops.
 - k. Presenting seminar(s) on research activities.
 - l. Serving on an editorial board or as an ad-hoc reviewer for peer-reviewed journals.
 - m. Serving as an ad hoc reviewer or on a committee for grant proposals.
 - n. Serving on a review or selection committee to review candidates for fellowships and awards.

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- o. Directing undergraduate research or senior projects.
- p. Directing and/or serving on graduate student thesis committees.
- q. Academic-industry collaborative projects where students work directly with industry professionals and the result is a project or written report.
- r. Consulting or similar work (e.g. training, expert witness) on behalf of professional government or industry organizations.
- s. Receive honors or awards from honor societies, professional associations, and industry or government.
- t. Receive invitations to speak at other institutions or at professional society meetings.
- u. Indicating the number of citations of the candidate's work in other author's peer-reviewed works or books.
- v. Give invited guest lectures at other universities or schools.
- w. Be selected as a visiting professor, fellow, scholar-in-residence.
- x. Any other activity that enhances scholarly and creative development.

F. Criteria and Performance Requirements for Service to the Students, Department, College, University, Industry and Community

1. The candidate should turn in evidence in the Faculty Performance Review and/or appendix of supporting documents for all service activities. The evidence should demonstrate achievement of excellence.
2. The candidate must use the guidelines in Appendix 16 and this section as the guideline for providing proper documentation for the service section in the Faculty Performance Review Form.
3. The AMM Department values service as a critical activity. The DRTPC will evaluate candidates based on whether he/she brings the same dedication to service activities as teaching. Over the course of their tenure track career a candidate needs to demonstrate service to students, the department, college, and university. Service to the profession, industry, and the community are also highly valued.
4. Service activities are evaluated on the time commitment, the level of participation, accomplishments achieved, and the degree to which activities are in concert with the AMM Department Strategic Plan. Evaluation will be accordant with the percentages of effort the candidate identifies in Section III C.
5. Of utmost importance under "Service to the Department" is evidence of the candidate's ability to be a team player by being collegial, demonstrating a willingness to contribute and share the workload of the Department. The candidate will be evaluated on completion of responsibilities/ tasks/ projects/ assignments, as delineated in their professional development plan (Appendix H).
6. For candidates on first appointment, the minimum expectation is for:
 - a. responsibility in one major area of programmatic department business (from #10 below)

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8. With each subsequent appointment, the candidate will need to clearly explain their progression of activity and accomplishments.
9. The candidate needs to present a clear plan of service development that is complementary to their teaching and scholarship activities and is in line with the AMM Strategic Plan. The candidate will clearly explain how their choice of activities from the items 10 through 15 below accomplishes their service contribution with excellence.
10. Service to AMM Students and the Department
 - a. Advising/mentoring of students
 - Service as an academic advisor to students
 - Assisting in placing students in internships or job opportunities
 - Serving as faculty liaison to student clubs and organizations
 - b. Department Committees and Activities
Department committees and activities include curriculum development, recruitment, student professional and career development, Advisory Board/alumni/industry liaison, fundraising/donations, RTP, equipment and facilities, and operations.
 - Participating in department committees and activities
 - Chairing AMM Department committees
 - Organizing AMM Department functions and activities
 - Collaborating with a mentor to improve service performance
 - Contributing to department documents and reports
 - Authoring department documents and reports
11. Service to the College and University
 - a. Attending and working at College or University functions and activities
 - b. Serving or chairing College or University committees
 - c. Organizing an activity, event or meeting for the College or University
 - d. Serving on the Academic Senate or Academic Senate Committees
 - e. Serving on an administrative assignment for the University
 - f. Authoring documents and reports, which are pertinent to the College or University
12. Service to Professional Organizations
 - a. Attending or working at professional organization business meetings
 - b. Serving or chairing at professional organization meetings and committees
 - c. Holding office, leadership roles or making substantial contributions to a professional organization's business matters
 - d. Organizing an activity, event or meeting for a professional organization
 - e. Authoring documents and reports, which are pertinent to the business of a professional organization
13. Service to the Apparel Industry
 - a. Developing and establishing partnerships with industry

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- b. Serving on industry boards
 - c. Reviewing industry scholarships, awards
14. Service to the Community (related to AMM)
- a. Working closely with nearby schools offering outreach programs
 - b. Representing the AMM department through speaking engagements at colleges, schools, clubs, and other organizations.
 - c. Being involved with community service learning activities
15. Any other notable activities that provide service to the students, the AMM Department, the College of Agriculture, the University, the apparel industry or the community.

G. Criteria and Performance Requirements for Administrative Assignment, Academic Governance Assignment or Professional Leave

1. The AMM Department also values these activities. The candidate should turn in evidence in the Faculty Performance Review and/or appendix of supporting documents for all activities in this section.
2. The candidate must use this section and Section VI of this document as the guideline for providing proper documentation for this section in the Faculty Performance Review Form.
3. These activities are evaluated on the time commitment, the level of participation, accomplishments achieved, degree to which activities are in concert with industry and/or their relevance and benefit to the AMM Department. The candidate will be evaluated against the percentages of effort the candidate identifies in Section III.C of this document.
4. The candidate will be evaluated on completion of responsibilities/ tasks/ projects/ assignments in a timely manner while working effectively with AMM faculty and staff as identified in the requirements of their appointment.
5. The candidate needs to present a clear plan of assignment/leave development that is complementary to their teaching, scholarship and service activities and is in line with furthering AMM Department goals.
8. With each subsequent appointment, the candidate will need to clearly explain their progression of activity and accomplishments.

IV. DRTP Criteria and Performance Requirements for Tenure and Early Tenure

A. Introduction

Tenure evaluations cover the time-period since the original appointment at Cal Poly Pomona to the probationary position. Review is from the first date of hire as a probationary faculty member and ends the day before Fall semester starts. (305.703)

Tenure and promotion normally occur at the same time. However, there are exceptions in which the AMM Department might grant tenure, but not promotion or vice versa. Therefore, tenure and promotion procedures and criteria are separate sections.

Each candidate for tenure (including early tenure) may use either the department RTP criteria in effect during the candidate's first academic year of probationary service on this campus or the department criteria in effect in the year the candidate requests action. (305.702)

Criteria for early actions shall place emphasis on teaching and shall require evidence of exceptional performance or extraordinary qualifications. DRTPC recommendations shall include material relating specifically to the approved department RTP criteria. (305.206)

If a candidate requests simultaneous consideration for both promotion and tenure, the candidate must select criteria from a single year. (305.702)

B. Regular Tenure

1. A faculty member is eligible to apply for tenure at the beginning of the sixth probationary year.
2. The DRTPC will review the candidate's entire performance for all years of probationary service.
3. Tenure consideration requires that candidates must meet the specified requirements of the original appointment letter.
4. The candidate will be recommended either for tenure or for a terminal year.
5. Recommendations for tenure may be made on a contingency basis provided the contingency is met before the candidate's anniversary date.

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C. Early Tenure

1. In some circumstances a candidate may be considered for early tenure. Such requests must be initiated by the candidate in accordance with and follow the regular RTP procedures. (305.206)
2. Requests for early actions shall not be considered unless the individual will have completed three years of full-time service in an academic rank position on this campus prior to the effective date of those actions. (305.206)
3. Early tenure is permanent academic standing before completion of a normal period of probation.
4. A request for early tenure is never obligatory.
5. The DRTP Committee will review the candidate's entire prior performance for all years of probationary service (including service credit years, if received).
6. To be considered for early tenure, candidates must meet the specified requirements of the original appointment letter.

D. Evaluation of Candidate for Regular Tenure

For tenure, the candidate must meet all requirements for reappointment. The candidate will write a self-evaluation narrative on page 6a, #6 addressing the requirements for tenure as identified below.

Consistent with the College and AMM department guidelines, candidates requesting tenure must demonstrate the following:

1. A record of excellence in teaching over multiple years. This will include demonstrating how criteria under Section III D above have been met. With regard to student feedback assessment of teaching, the expectation within the College of Agriculture is that student evaluations will show a trend improvement in the first few years until they average 2.0 or below. Peer evaluations of teaching should show a similar trend improvement until they reflect that the candidate regularly meets standards appropriate for tenure.
2. Documented achievement of success with excellence in scholarly and creative activities. Upon requesting tenure, the candidate should typically have attained the following based on a full teaching load, (24 WTUs per year):

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- two peer reviewed journal articles or one peer reviewed journal article plus one book chapter as primary author;
- one internal research grant submission (e.g. RSCA or ARI);
- three peer reviewed scholarly presentations to a national or international conference of academics or practitioners.

Where the candidate has obtained a reduced teaching or service load to support their scholarship, the candidate will have to demonstrate additional scholarship productivity above the expectations listed above. For each 6WTUs of release time annually, the expectation is for (acting in a major role) one peer reviewed journal paper, OR two conference papers drawn from distinctly different research projects, OR a book chapter, OR a full grant submission that is reviewed by an external agency.

3. Have documented achievement of success with excellence in service activities.
4. **Of significant importance to AMM is that a candidate is actively engaged with the apparel industry by incorporating relevant material into the curriculum.**
5. The candidate will present in their self-evaluation narrative a very critical review of the candidate's entire probationary period (including service credit years, if received) showing their increasing level of effort over multiple years, commitment to the AMM Department, a coordinated plan of effort that shows intentional development over the probationary period for all aspects of their appointment. This must be a clear, complete and detailed self-evaluation.

E. Evaluation of Candidate for Early Tenure

For early tenure, the candidate must meet all requirements for tenure/reappointment at a higher level of exceptional performance. The candidate will write a self-evaluation narrative addressing the requirements for early tenure as identified below.

Consistent with the College and AMM department guidelines, candidates requesting early tenure must be able to demonstrate and document all of the following:

1. Exceptional teaching performance as determined by a combination of peer review feedback, student feedback (instruction assessment consistently below a 1.9 rating) and/or awards by the Department, College, or University for exceptional or outstanding teaching.
2. A record of course development, integration of scholarship and teaching, leadership in developing new innovative course materials or presentations.
3. Exceptional success in scholarly and creative activities. Based on a full teaching load (12 WTUs per semester), this would equate to a scholarship record (acting in a major role) averaging at least 1.5 peer reviewed journal articles and one scholarly presentation to a national or international conference of academics or practitioners for each year of service over a minimum of three years. In addition, acting in the role of PI or Co-PI, the

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candidate will need to have secured at least one externally funded grant and one funded internal research grant (e.g. PRSCA or ARI).

4. Where the candidate has obtained a reduced teaching or service load to support their scholarship, the candidate will have to demonstrate additional scholarship productivity above the expectations listed above. For each 6 WTUs of release time annually, the expectation is for (acting in a major role) one peer reviewed journal paper, OR two conference papers drawn from distinctly different research projects, OR a book chapter, OR a full grant submission that is reviewed by an external agency.
5. Exceptional performance in service activities, as demonstrated by a record of leadership on one or more committees and a record of outstanding accomplishment in more than one area of service.
6. Of significant importance to AMM is that a candidate is actively engaged with the apparel industry by incorporating relevant material into the curriculum.
7. The candidate will present in their self-evaluation narrative a very critical review of their entire probationary period (including service credit years, if received) showing their increasing level of effort over multiple years, commitment to the AMM Department, a coordinated plan of effort that shows intentional, coordinated development of required activities in all areas of 1-5 above over all years of the probationary period. The candidate will have to provide documentation that shows how their performance exceeds the normal requirements for tenure. This must be a clear, complete and detailed self-evaluation.

F. Overall Expectation for Tenure and Early Tenure

Overall, the DRTPC will judge whether the candidate has combined activities which,

- a. Achieves excellence in teaching, scholarship and service.
- b. Supports or advances the AMM program to national and international standing.
- c. Significantly establishes or strengthens ties with industry.

V. DRTP Criteria and Performance Requirements for Promotion and Early Promotion

A. Introduction

Promotion evaluations cover the time-period since the previous application for promotion or since the original appointment, as is appropriate. The date begins the first day of the original appointment and ends the day before Fall semester starts. (305.703)

It is generally considered the norm, but not mandatory, that promotion and tenure occur at the same time.

Each candidate for promotion (including early promotion) may use either the department RTP criteria in effect during the candidate's first academic year of probationary service

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on this campus or the department RTP criteria in effect in the year the candidate requests action. (305.702)

A probationary faculty unit employee shall normally be considered for promotion at the same time he/she is considered for tenure (CBA 14.2) (305.205)

If a candidate requests simultaneous consideration for both promotion and tenure, the candidate must select a single set of criteria. (305.702)

Criteria for early actions shall place emphasis on teaching and shall require exceptional performance or extraordinary qualifications. DRTPC recommendations shall include material relating specifically to the approved department RTP criteria. (305.206)

B. Regular Promotion

Consistent with University RTP documents:

- a. A request for promotion is never obligatory.
- b. Promotion means the candidate seeks a change in rank commensurate with accomplishments deserving merit and recognition. The candidate is eligible for regular promotion if she/he has five years in his/her current rank and may apply at the beginning of the sixth year.
- c. A faculty member is eligible to apply for the first promotion at the time they apply for tenure and is eligible to apply for tenure at the beginning of the sixth probationary year.
 - i. A candidate that was hired as an Assistant Professor is eligible to apply for promotion to Associate Professor at the time they apply for tenure, the beginning of the sixth probationary year.
 - ii. A candidate hired as an Associate Professor is eligible to apply for promotion to Full Professor at the time they apply for tenure, the beginning of the sixth probationary year.
- d. Candidates successful in obtaining promotion will assume their new rank at the beginning of the following academic year.
- e. Promotion to Association Professor is only possible if the candidate is tenured or is granted tenure at the time of promotion.
- f. Recommendations for promotion may be made on a contingency basis if the contingency is met before the individual's anniversary date. If the contingency is not met, promotion eligibility will be deferred to the next evaluation cycle.

C. Early Promotion

1. In some circumstances a candidate may, upon application be considered for early promotion. Such requests must be initiated by the candidate in accordance with and follow the regular RTP procedures. (305.206)
2. Consistent with the University RTP Documents and College guidelines:
 - a. A faculty member is not normally promoted during the probationary period.
 - b. A request for early promotion is never obligatory.
 - c. Early promotion is advancement in academic rank before the candidate is eligible for regular promotion. The candidate is eligible for early promotion if he/she has less than five years in his/her current rank.
 - d. Candidates need to consider carefully whether they meet the criteria for early promotion before notifying the DRTPC chair in writing of his/her intent to be considered for early promotion.
- e. Requests for early promotion shall not be considered unless the candidate will have completed two years of full-time service in an academic rank position on this campus before the effective date of this action. Thus, a faculty member's application for early promotion can occur no earlier than the third year on campus. (305.206)

D. Evaluation of Candidate for Promotion

Recommendations for promotion to associate professor and to professor may be made on a contingency basis provided that the contingency does not conflict with department RTP criteria and 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. (305.204)

E. Evaluation of Regular Promotion to Associate Professor

The primary consideration for granting promotion to Associate Professor is the candidate's consistent achievement of excellence in teaching, scholarly, and service activities. For promotion to Associate Professor, the candidate requesting promotion must demonstrate with excellence that he/she:

1. Has satisfactorily met all evaluation criteria requirements for reappointment and tenure.

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2. Has made significant contributions consistent with the AMM department strategic plan.
3. Has made significant contributions consistent with the college and university strategic plans.
4. Has established and maintained a coherent professional development plan and succeeded in meeting key professional goals.

F. Evaluation of Regular Promotion to Professor

The primary consideration for granting promotion to Professor is the candidate's consistent achievement of excellence in teaching, scholarship, and service activities. For promotion to professor, the candidate requesting promotion must demonstrate with excellence that he/she has:

1. Obtained a national or international reputation for excellence in teaching, scholarship or service (based on evaluation of three external referees (nominated by candidate) of the candidate's standing in their field).
2. Demonstrated excellence in teaching, including: the development of new courses; major contributions to curriculum development; and/or innovations that enhance the effectiveness of teaching and learning, as outlined in Section III D.
3. Demonstrated significant scholarly accomplishments since promotion and/or tenure (acting in a major role), including a minimum of two peer-reviewed papers in national or international academic journals, and success in obtaining and delivering at least one internally funded and one externally funded grant (based on a typical full teaching load of 24 WTUs per year).
4. Demonstrated significant leadership and achieved major accomplishments in service to the AMM Department, College and profession.
5. Has made significant contributions consistent with the AMM department strategic plan since tenure and/or promotion.
6. Has made significant contributions consistent with the college and university strategic plans since tenure and/or promotion.
5. Has established and maintained a coherent professional development plan and succeeded in meeting key professional goals.

G. Evaluation of Early Promotion to Associate Professor

The candidate must excel in all required tenure and regular promotion criteria for second and subsequent appointments. In addition, the candidate must satisfy all the following additional requirements with excellence:

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1. Exceptional teaching performance as demonstrated by consistently superior student ratings (no more than a 1.9 average rating for each course taught) and peer reviews and/or awards by the Department, College, or University for exceptional or outstanding teaching and student advising.
2. Exceptional course development, a leader in developing new innovative course material or presentations.
3. Exceptional accomplishments in scholarly or professional development activities as evidenced by recognition in the form of an award or other special action by a professional organization, of peer reviewed research and/or scholarly activity or significant scholarly productivity beyond the satisfactory requirements for promotion to Associate Professor. Based on a full teaching load, (12 WTUs per semester) the latter would equate to a scholarship record of at least 1.5 peer reviewed papers or equivalent and one scholarly presentation to a national or international conference of academics or practitioners for each year of service over a minimum of three years. In addition, the candidate will need to have secured at least one externally funded grant and one funded internal research grant (e.g. RSCA and ARI).
4. Exceptional service to the Department, College, or University as evidenced by being chair of active committees, taking a lead role in student, Department, College or University activities, or special recognition for outstanding service by either students, Department, College, or University.

H. Evaluation of Early Promotion to Professor

The candidate must exceed in all required tenure and regular promotion criteria for second and subsequent appointments. In addition, the candidate must satisfy all the following additional requirements with excellence:

1. Early promotion requires the same criteria as described in early tenure.
2. In addition, the candidate must satisfy all the following additional requirements.
 - a. Exceptional teaching performance (instruction assessment at or below a 1.9 rating) as demonstrated by consistently superior student ratings and peer reviews and/or awards by the Department, College, or University for exceptional or outstanding teaching.
 - b. Exceptional course development, demonstrating leadership in developing new innovative course material or presentations.
 - c. Exceptional accomplishments in scholarly or professional development activities as evidenced by recognition in the form of an award or other special action by a professional organization, of peer reviewed research and/or scholarly activity or significant scholarly productivity beyond the satisfactory requirements for promotion

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- to Associate Professor. Based on a full teaching load, (24 WTUs per year), this would equate to a scholarship record of at least two peer reviewed papers or equivalent and one scholarly presentation to a national or international conference of academics or practitioners for each year of service from promotion/ appointment to Associate Professor over a minimum of three years. A candidate is also expected to have demonstrated the ability to secure external sponsorship to support scholarly productivity. The candidate will need to have secured at least two externally funded grants and one funded internal research grant (e.g. PRSCA and ARI).
- d. Obtained a national or international reputation for excellence in teaching, scholarship or service (based on evaluation of three external referees of standing (nominated by the candidate) in the candidate's field).
 - e. Exceptional service to the Department, College, or University or the profession as evidenced by being chair of active committees, taking a lead role in student, Department, College or University activities, or special recognition for outstanding service by either students, Department, College, or University.

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

A. Introduction

Faculty subject to RTP action who have been on administrative assignments, academic governance or academic leave will report their accomplishments in these areas on the Faculty Performance Review Form according to the requirements in the guidelines in Appendix 16 and Section III of this document.

B. Faculty on Approved Leave

1. Faculty 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. 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").
2. The DRTPC will 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 as established for reappointment, promotion, and/or tenure.
3. A candidate on a professional leave shall provide a copy of their professional leave application and completed professional leave evaluation form. The DRTPC will evaluate the candidate based on professional development related to the project. Faculty being considered for reappointment, tenure, or promotion, and are serving and are on approved

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leave at another institution shall provide evidence of scholarly or creative activity, and shall be held to the same standards as any other candidate in the AMM Department.

4. There can be no deviation of the above requirements for faculty serving on approved leave without the written consent of the DRTPC, Department chairman, Dean of College of Agriculture and the University RTP Committee. The Vice President for Academic Affairs shall make the final determination on the acceptability of any deviation from the above requirements.

C. Administrative Assignments/Academic Governance Assignments

1. The AMM Department prefers that faculty have received tenure or have five years of teaching service in the department before serving on an administrative assignment.
2. Personnel in management positions are subject to performance evaluation as outlined in the University Manual, Appendix 18, and Section VII D. In addition, academic rank administrators and those in positions of academic governance holding return rights are subject to RTP policies and procedures as specified in the University Manual, Appendix 16, Section 301.103.
3. Faculty unit employees in administrative and academic governance positions and subject to RTP action shall be evaluated primarily on performance as related to the job/position description and responsibilities. Service to the university and community and progressive professional development will be taken into consideration. Teaching performance will be evaluated provided the candidate has taught a course since the last RTP action.
4. Faculty unit employees in administrative and academic governance positions who are subject to post tenure performance review shall be evaluated in accordance to the University Manual, Section VII, Appendix 18. Those unit employees in fractional administrative and teaching positions will be required to adhere to the policies and procedures outlined above in this section.
5. Faculty serving in academic governance and on release time equivalent to a half time (or greater) appointment shall provide evidence of professional development related to teaching assignments, if any, and scholarly and service activity. The candidate shall be held to the same standard as any other candidate for reappointment, tenure, or promotion in the AMM Department.
6. There can be no deviation of the above requirements for faculty serving in an administrative assignment without the written consent of the DRTPC, Department chair, Dean of the College of Agriculture and the University RTP Committee. The Vice President for Academic Affairs shall make the final determination on the acceptability of any deviation from the above requirements.

VII. Post-Tenure Review

Review of tenured faculty will be conducted every five years. Tenured faculty members must write an annual report (Appendix F), which is sent to the Department Chair for the AMM Department's annual report. The faculty's annual report serves as documentation to compile his/her five-year post tenure review.

The faculty member will complete the Faculty Performance Review Form (Appendix 27) according to the directions in the guidelines in Appendix 16 and Section III of this document and this section. Section V and Section VI will be addressed as they pertain to the specific candidate's rank/activities. The documentation will follow the appropriate criteria that correspond to the level of the faculty rank being reviewed.

Tenured faculty members are expected to address their leadership efforts to promote, on- and/or off-campus, the mission of the AMM Department, the College of Agriculture and the University. Listings of activities in the section of Professional Development Related to Teaching, Scholarship and Creative Activity, Service to the Industry/Community and Administrative Assignment/Academic Governance Assignment/Professional Leave should be specifically addressed.

A peer evaluation shall be conducted for one class taught during each semester of the academic year until the candidate reaches the rank of Professor with tenure. After that peer evaluations will be conducted by the department chair at the rate of one per semester in each academic year. Peer evaluations shall reflect, to the degree possible, the breadth of courses taught. (305.303C) (See Section VIE) The department chair can designate another faculty member in the College of Agriculture to be the peer reviewer if the designated reviewer has tenure. The department chair in consultation with the faculty member can determine if candidate observations of another faculty member's teaching techniques would be more beneficial to the candidate than the peer review. If that is determined, then the candidate can substitute one peer review with an observation and document the lessons learned from the observation.

The review shall be conducted in the Spring semester. The candidate should complete their document by the end of the fifth week of Spring semester.

The post-tenure review shall consist of four items:

- A completed RTP package (Appendix 27 form) including the candidate's self-evaluation (See Section IX, X, XII and XIII)
- A copy of all instructional assessment summary sheets and written comments forms since the last post-tenure review (See Section VI D)
- A copy of peer teaching reviews/observations since the last post-tenure review (See Section VI E)
- A copy of all annual reports since the previous post-tenure review or RTP cycle (See Appendix F)

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APPENDICES

Appendix A Instructional Assessment Directions

Appendix B Instructional Assessment Questions

Appendix C Written Student Comments Form

Appendix D Evaluation Form for Peer Review of Teaching

Appendix E Solicitation of Comments Form

Appendix F Annual Report Form

Appendix G DRTPC Score Sheet

Appendix H AMM Faculty Professional Development Plan

Appendix A

Apparel Merchandising and Management Student Instructional Assessments - Directions

Before conducting a student assessment, the evaluator should read the following information to the class.

Students,

The Department Retention, Tenure and Promotion (RTP) Committee is asking you to participate in an assessment activity for both the Instructor for this class and the course content of the class. This information from the assessment activity is intended to benefit the Instructor and the Department.

The assessment information pertaining to your Instructor will be used in your Instructor's Evaluation and/or RTP documents. Additionally, the assessment information will provide the Instructor with information about what is successful and what can be improved in the class.

You are being asked to complete 2 different assessment forms:

- a. Instructional Assessment Rating ("Bubble") Form – all students will be asked to complete this form. This will be used for Instructor Evaluation.
- b. Instructor Comments Form – this is optional for students to complete. Students have a choice if they would like to:
 - a. submit comments for Evaluation/RTP purposes
 - b. submit comments just for the instructor and Department Chair to see
 - c. submit no comments

Please follow these instructions for the "Bubble Form":

1. Use a pen to complete the form.
2. Read each question and bubble in your response. Remember that 1 is the highest score (very good) and 5 is the lowest score (very poor).
3. If you are unable to answer a question, if you do not understand a question, or if you had no opportunity to form an opinion, then respond by bubbling in the "not appropriate" choice.
4. Do not write on the back of the "bubble form".

Your instructor will receive all of the assessments and written comments after grades are turned in this semester.

Thank you for your input.

Appendix B

AMM Instructional Assessment Questions

1. Course materials including the syllabus were well organized and clear.
2. The instructor kept to the course schedule and made good use of class time.
3. The instructor was organized and prepared for class each day.
4. The instructor kept on topic and demonstrated expertise in the subject matter.
5. Class content was presented in an easy to understand manner.
6. A variety of teaching techniques were used (presentations, demonstration, group discussions, videos/ visual aids, etc.).
7. The instructor answered student questions in a clear and concise manner.
8. Instructions for assignments, activities and/or laboratories were clear.
9. Coursework and Exams, including any Lab Assignments or Activity Sessions, were related to the course material and supported learning.
10. Grading criteria were clear.
11. The instructor evaluated assignments according to the grading criteria.
12. Assignments and exams were returned in a reasonable amount of time.
13. The instructor responded to emails promptly and was available during assigned office hours.
14. The instructor stimulated my interest in the topic and participation during class.
15. The instructor related the content to real world applications.
16. This class supported development of my critical thinking and or problem-solving skills.

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Appendix C

Apparel Merchandising and Management Department

WRITTEN COMMENTS as part of INSTRUCTIONAL ASSESSMENT

Name of Instructor _____

Name of Course _____

Class Number AMM _____ Semester and Year _____

Please provide written comments for your Instructional Assessment of this class on this form. It is optional for you to complete this and/or for you to sign it. If you are completing this form, please check #1 or #2.

#1 _____ To be used for faculty evaluation, tenure and promotion personnel actions (requires signature at bottom).

OR

#2 _____ Comments restricted to instructor and the Department Chair (signature at bottom optional)

Signature of student

Print Name

(Signature required for #1 above and signature optional for #2 above)

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Appendix D

Apparel Merchandising and Management PEER REVIEW OF TEACHING FORM

The peer evaluation will be based on the following:

1. Review of course materials
 - a. Review of course Syllabi and Expanded Course Outline,
 - b. Review of resources utilized (e.g. text, readings, speakers, site visits, library resources)
 - c. Review of assignments and exams.
 - d. Evidence that scholarship is integrated into the course .
 - e. Instructional approach(es) used (e.g. face-to face, hybrid, online, explanation, demonstration, collaboration, inquiry-based learning)

2. Classroom visit(s) by peer evaluator

1. Review of Syllabus, Resources, Assignments, Instructional approach

Course Designation (e.g. AMM 1010) Instructor:

Items	Needs improvement	Satisfactory - meets reappointment expectations	Meets regular tenure expectations	Exceeds regular tenure expectations
Syllabus				
Resources*				
Assignments				
Instructional approach(es)				
Integration of scholarship**				
Overall Evaluation				

* The Peer Evaluator should be added to the course Blackboard site at the beginning of the semester to facilitate the evaluation.

** Evidence that the instructor is incorporating current thinking and knowledge into the course curriculum.

Reviewer comments on above (mandatory)

Instructor comments on above (optional)

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2. Classroom Visit(s)

Instructor's name: Course: Date observed

Criteria	Needs improvement	Satisfactory	Meets regular tenure expectations	Exceeds regular tenure expectations	Not Applicable
Clarity and effectiveness* of presentation					
Coordination of lecture and activity/ laboratory, if applicable					
Clear objectives set for the class period					
Content appropriate to course objectives.					
Objectives set for the class were met					

* Appropriate to class level, logical and engages the students.

Reviewer comments on above (mandatory)

Instructor comments on above (optional)

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Instructor's Name/ Course/ _____

Evaluator's Name/Date Given to Instructor _____

Instructor's Signature of Receipt/Date _____

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Appendix E

The Apparel Merchandising and Management (AMM) Department invites interested parties (students, alumni and faculty members) to submit comments about the following candidates for Evaluation/RTP* actions:

Candidate	Action Under Consideration

Comments are being solicited in classes and by e-mail from all students in the above professor's classes.

Please send signed and dated written comments in a sealed envelope to:

**Chair, AMM Dept. RTP Committee
c/o Patricia Mutz 45-152
by 5:00 pm mm/dd/yy**

Thank you for your participation in this important process.

*** RTP: Reappointment, Tenure, Promotion**

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Appendix F

California State Polytechnic University,
Pomona

Faculty member's name

Academic Year

Department

***ANNUAL REPORT OF TEACHING, PROFESSIONAL DEVELOPMENT, SCHOLARLY
AND CREATIVE ACTIVITIES, SERVICE TO THE UNIVERSITY AND THE
COMMUNITY, AND ADMINISTRATIVE ASSIGNMENT (IF APPLICABLE)***

1. Course assignments:

2. Professional Development related to course assignments:

3. Scholarly and Creative Activities:

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Appendix G

DRTPC Evaluation Sheet for Candidate _____
(for DRTPC use only)

Area of Evaluation	%	Strength	Opportunity for Growth	Deficiency	Improvements Made	N/A
Teaching						
Professional Development						
Scholarly and Creative Activity						
Integration of Scholarship and Teaching						
Service						
Admin Assgnmt, Acad. Gov. Assgnmt, Prof. Leave (if applicable)						
Tenure						
Promotion						

Appendix H

AMM Faculty Professional Development Plan

Purpose

Faculty are encouraged to participate in activities which will promote their professional growth, maintain the quality of educational offerings and enhance an individual's contribution to the general welfare of the AMM department, the College of Agriculture and the university. Each faculty member is expected to develop and review individually with his or her immediate supervisor a personalized professional development plan which (1) relates to his or her present or future assignment and professional interests, and (2) supports Department goals and objectives.

The intent of the written plan is to focus on faculty thoughts on their professional growth and to be a basis for discussion with their mentor or the department chair.

Procedure

Outline what you feel you need to learn, and how would you like to improve in the coming year to enhance your effectiveness as a member of the AMM faculty.

Keep your plan simple. In section 1, cut and paste from the previous year's plan. Summarize last year's results in a paragraph. Describe your rationale for the next year in a paragraph or two. Limit your development goals to a small, achievable number. Limit the means for each goal to a small number of realistic strategies.

List a minimum of 3 relatively concrete and relevant-for-you improvement goals which you can reasonably achieve in the next twelve months.

Complete the following form and discuss with your mentor and/or department chair. Include in you RTP documentation.

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Name of Faculty Member

1. Summary of your Professional Development Plan for last year.

List (copy and paste) your learning objectives for last year.
<ol style="list-style-type: none"> 1. 2. 3.
<i>Briefly</i> summarize the professional learning activities you undertook last year and the learning you gained.

2 Professional Growth Plan for this year.

Rationale: Consider the three areas of faculty work: teaching and learning, scholarly and creative activities, and service. Why are you choosing to focus your growth this coming year on the topics and means you are planning?			
Improvement Goals: what skills/info would you like to learn, what skills would you like to develop?	What means and methods (strategies) will you employ to learn? What assistance do you need? If working collaboratively, identify the name of other participant(s).	Target completion date	List (retain) the faculty role area(s) appropriate for this goal (delete the others)
1.			<input type="checkbox"/> Teaching <input type="checkbox"/> Scholarship <input type="checkbox"/> Service
2.			<input type="checkbox"/> Teaching <input type="checkbox"/> Scholarship <input type="checkbox"/> Service
3.			<input type="checkbox"/> Teaching <input type="checkbox"/> Scholarship <input type="checkbox"/> Service

Possible development activities:

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Attend professional development seminars/workshops/conferences. 2. Collaborate with a mentor to improve performance. 3. Conduct literature review. 4. Observe teaching of other instructors to develop active learning techniques. 5. Memberships/subscriptions to relevant professional literature/organizations. 6. Complete an industry internship or fellowship. | <ol style="list-style-type: none"> 7. Cultivate industry contacts to expand learning opportunities beyond the classroom. 8. Attend industry events, conferences etc. relevant to the candidates field. 9. Submit proposals for development funds, grants, equipment, 10. Participate on or leadership of relevant committees that develop professional experience. 11. Other activities, please specific. <ol style="list-style-type: none"> 1. e specific. |
|--|--|