



Retention, Tenure, and Promotion Document



Liberal Studies Department

College of Education and Integrative Studies

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I. Introduction

A. The Liberal Studies Department RTP Process as part of the College RTP Process

The College of Education and Integrative Studies RTP document establishes the relationships between units within CEIS. That document states that there are four academic units within CEIS (EWS, TED, LS and IGE) that currently or will maintain RTP processes for faculty assigned to those particular units. Even though RTP candidates may teach in more than one CEIS unit, they will prepare only one RTP packet and that packet will be submitted to the unit of faculty assignment. Candidates preparing their packet may make use of the RTP documents of the units in which they have been professionally active, in addition to their assigned unit. Candidates should use appropriate criteria in those RTP documents that represent the academic units in which they have made a contribution when they document their accomplishments in the areas of teaching, professional activities, and service to the university and community. The intent of this process is to provide candidates with the opportunity to submit materials to the academic unit of assignment which document their contribution to more than one academic unit, as part of the substance of the candidates' RTP package submitted for evaluation to the academic unit of assignment.

The RTP committees of academic units within CEIS and the CEIS Faculty RTP committee must then take into account, as integral documentation of performance, the portions of the packet that represent the professional accomplishments of candidates according to the RTP criteria of other units in which candidates have worked.

B. Department Profile and Goals

Philosophy

The Liberal Studies Department is grounded in the idea that the central quest to discover what it means to be "human" is pursued most productively through studies that challenge the learner to explore nature, culture, and society as they shape and are shaped by humankind. Such learning requires a rich and substantial grounding in the liberal arts including the humanities, the fine and creative arts, natural and social sciences, and mathematics. At its very best, liberal learning goes beyond particular subject matter which inevitably changes over time to instill qualities of mind necessary to full participation in a free society.

Mission

We educate and graduate women and men to be knowledgeable about particular subjects, and to evaluate, sustain, and extend that knowledge, and who will develop characteristics of responsible citizenship in a just and democratic society.

Program Standards

The subject matter in this curriculum - language, literature, mathematics, science, social science, history, humanities, the arts, physical education, human development, and pedagogies where appropriate - are taught and learned in such a way that students master the significant ideas and the vocabulary, the organizing concepts and the systems of analysis and decision-making that characterize each of the subject matter and pedagogical areas. Through these processes, students gain

the following skills or ways of understanding the world and its people. These processes take place in and through the content of particular courses and in the connections to be drawn between courses.

Pedagogical Studies

Some students will pursue pedagogical studies leading to teaching credentials at the same time that they are completing the degree in Liberal Studies. The pedagogical studies are viewed both as an intellectual process that will lead to appropriate transference and thoughtful mastery and as the beginning of the practice of becoming an effective educator. These students should have multiple opportunities to draw powerful connections between their subject matter and professional preparation. The faculty guide these students to draw intellectual connections between the major themes, concepts, principles, and ways of knowing of discipline-based and interdisciplinary studies and key ideas about education, teaching, and learning. Faculty in selected subject matter courses guide these undergraduates to think pedagogically about major themes. Students planning to become teachers first have guided opportunities to observe and reflect on how content is taught in selected K-12 schools and then will student teach. In the course of connecting subject matter and pedagogical studies, the curriculum must maintain the quality, depth, scope, and rigor of both domains of teacher education.

Inquiry, Abstract Logical Thinking, and Critical Analysis

These qualities are at the core of the intellectual process. Outside of the experience of literature and the fine arts, in each subject studied the most important learning activities that take place are reasoning and discovery. Through these processes students come to tentative hypotheses, and perhaps make a leap of imagination to a unique conclusion. They experience the pleasure, individually and collectively, of refining their question, then moving forward by reasoning and analyzing critically with wise instruction, constant practice, and encouragement.

Literacy and Argumentation, Writing, Reading, Speaking, and Listening

Students should take possession of their language or languages, the grammar and rules, to express how they think, feel, and judge as well as to understand the feelings and capacities of others. These facilities, developed over time, will enable students to make order out of their complicated, sometimes confused ideas and feelings, as well as to develop originality and to empathize with these confusions and understandings in others. This level of written and spoken communication entails reading and listening with pleasure and good judgment.

Historical Consciousness

Experience studying history affords constant analysis of cause and effect but argues that are few simple solutions to simple problems because there are always contextual factors, cultures and assumptions that must be understood to comprehend the past. Learning history does not imply that history repeats itself, but does reinforce the idea that few human concerns are new. As students develop a sense of themselves as historical actors and a perception of their own lives as complex and multi-causal they will come to understand that complexity, ambiguity, and human potential are a part of human history.

Scientific Knowledge

Science relies upon intuition, experiment and observation, skepticism, patience, and a sense of proportion, all of which may lead a person to the joy of discovery. It is vital they learn the difference between what is observed and what is guessed at or inferred, and the very important deliberate strategy of forming and testing hypotheses. They should learn, as well, to appreciate the role of intuition.

Mathematics

Numerical data makes available an epistemology containing significant layers of knowledge. The study of mathematics emphasizes deductive reasoning and learning through analogy, both of which are indispensable modes of thinking.

Fine and Performing Arts

The arts provide access to areas of creativity, imagination, and feeling that bridge all human experience and understanding of what it is to be human. The languages of expression in art, drama, music, architecture, and dance open up fields of internal and external communication.

Cross-National and Multicultural Dimensions

We are citizens of a fruitful, diverse and complex society locally, regionally, nationally and internationally that affords each person the possibility of intellectual, emotional and aesthetic riches. Across our liberal arts curriculum, it is necessary to explore these multiple realities beyond our individual experience. We value and support international experiences for our students.

Values

We study the existence and development of values by studying various human objectives, human history, and human creativity. We recognize that students and faculty each day make choices, assume responsibility for their decisions, and live with the results. We believe that this curriculum should help us make informed decisions that will embody the values of a democratic society. To be responsible, contributing citizens, we must be aggressive, perceptive critics of our society, aware of the best our common human history affords us, and willing to play an active, responsible role in society.

Teaching and Learning

LS Faculty should demonstrate excellence in teaching, enhance their skill in the development and evaluation of educational programs, and promote different models of learning. They should be able to serve as resources to the profession and community in ways that advance the civic goals and the rights of all people. They should have the ability to reinvent and restructure institutional procedures and educational programs by implementing effective new approaches and techniques. They should be agents of change in addressing the many and varied issues and problems facing the teaching profession. They should be able to address the diverse needs of California society, the United States, and the global community with sensitivity and creativity.

Liberal Studies faculty may come from traditional disciplines as disparate as engineering and dance performance, or English and Mathematics, or from non-traditional areas such as environmental studies. The Liberal Studies Department therefore approaches assessment of faculty as an open-ended and mentoring process involving the professional judgments of peers rather than checklists using quantifiable scores. Careful professional judgment forms the basis for RTP evaluations in Liberal Studies, and we reject the idea of “bean-counting”, checklists and other such devices as antithetical to the liberal arts and our commitment to a humanistic approach to faculty evaluation. The Liberal Studies DRTPC evaluates candidates for RTP action using interpretive assessment approaches that are flexible and specific to each candidate's strengths and areas for further development. The intention of evaluation and the purpose of the RTP process are to encourage professional growth in enlightened ways that enhance the needs of the department and advance the abilities of the candidate. This will, in turn, benefit the student body, the campus community, and the greater society.

II. Procedures

A. The RTP Committee

The purposes of the Liberal Studies RTP Committee are to make recommendations to the president and to assist eligible candidates in preparing their RTP packets in proper format and according to established timelines. Mentoring by senior LS faculty is also encouraged. The LS DRTPC is responsible for implementing university procedures and the Collective Bargaining Agreement (CBA) with respect to the RTP process. The LS DRTPC also assists eligible candidates to prepare RTP packets by making candidates aware of procedures in the University Appendix 16, the RTP document, the CBA and current university RTP timelines.

The RTP Committee includes all full-time tenured faculty members of the Liberal Studies Department, unless university procedures specify otherwise. However, the department chair, if tenured and otherwise eligible, either serves as a member of the committee, or prepares a separate evaluation of the candidates, depending upon discussion with the tenured and probationary faculty. A tenured department chair eligible to serve on the DRTPC must make her or his decision by the second week of the Fall Quarter, or other deadline as specified by university procedures. If not tenured, the chair may only prepare a separate evaluation of the candidates.

No faculty member is eligible to serve at more than one level of the RTP process, unless allowable by university procedures. FERP or other retired faculty members need to follow university procedures if they wish to be considered for service on a RTP committee at any level. A faculty member who is requesting promotion may only serve on committees considering tenure and promotion if allowed by university procedures. All members serve in accordance with university regulations.

The committee elects a chair by the end of the first week of the Fall Quarter, or other date specified by university procedures. The department chair notifies the College Dean of the composition of the committee by the date specified by university procedures. If a member cannot participate, because he or she is of a lower rank than a candidate, that member will withdraw from the deliberations on that candidate. A qualified faculty member will replace the non-participating member for the duration of that action. In any given year, if an LS DRTPC member requests RTP action, that member will not participate on the committee during that year, and the academic unit will elect another member for a one-year term. The LS DRTPC may supplement itself with members from other departments, and must do so if there are fewer than three members from the LS department, subject to university procedures. Such external member(s) of the LS DRTPC will be selected by agreement between the LS DRTPC and the candidates. The chair of the LS DRTPC notifies the College Dean of any supplementation per university procedures.

Duties of the LS DRTPC are: to review, discuss, evaluate, interpret, and recommend action regarding retention, tenure, and promotion in accordance with the terms, criteria, and conditions of the LS RTP document; to initiate revisions of the RTP document which are voted upon by all tenured and tenure-track members of the department, and then to forward their decision to the appropriate offices per university procedures.

Duties of the LS DRTPC chair are: to arrange LS DRTPC meetings; notify candidates of their eligibility for RTP action; consult with candidates on the preparation of their packages; notify LS DRTPC members of meeting times; observe the RTP calendar; communicate with the College RTP

Committee(s); administer all official business of the LS DRTPC; and other duties as specified by university procedures.

B. Areas of Assessment

The DRTPC has established the following as appropriate areas and modes of reporting in which candidates will be assessed. These areas and modes apply in all the kinds of RTP action. They are not exclusive, but are the major areas of attention. As appropriate, others may be used as well.

1. Teaching and Advising

The DRTPC assesses the quality of teaching and advising in the following areas with specific attention to the provisions of Section II, Department Profile and Goals. For items other than student and peer evaluations of teaching, the candidate must clearly document the teaching and/or advising component of each piece of evidence submitted in this category. This is not to be construed as a checklist. The kinds of evidence that may be submitted in support of this category **may include, but are not limited to** the following:

- Demonstrates a commitment to excellence as a teacher and advisor
- Displays knowledge and command of the subject
- Develops innovative teaching and learning strategies
- Supports student accomplishments
- Is available to students
- Models an ability to teach the full range of department courses
- Uses interdisciplinary and integrative pedagogical principles
- Revises current courses and creates new courses and programs when appropriate by departmental policy
- Currency in understanding the LS curricular options for students
- Observes the mechanics of instruction (due dates, book ordering, office hours, etc)
- Models integrity and collegial behavior
- Integrates service learning into teaching
- Develops and assesses of learning outcomes
- Incorporates explicit teaching to help future teachers reflect on teaching styles
- Incorporates technology and English Learner strategies into teaching
- Integrates scholarly discovery into teaching

The DRTPC uses the following modes of reporting in assessing the quality of teaching:

- Candidate's self assessment of teaching
- Student instructional assessment forms, which are administered in numbers and at times specified in the Collective Bargaining Agreement (CBA), the Academic Senate, and other university procedures. Faculty should have a collection of these assessments of sufficient strength to make the case for the requested RTP action. all courses must be evaluated; consultation with the DRTPC and the Department Chair is advised.
- Reviews of candidate's teaching materials (syllabi, exams, handouts, and any other classroom-related materials the candidate may choose to submit) in numbers and at times

specified in the Collective Bargaining Agreement (CBA), the Academic Senate, and other university procedures.

- Teaching evaluation by tenured peers, which are administered at times specified in the Collective Bargaining Agreement (CBA), the Academic Senate, and other university procedures. Faculty should have a collection of these observations of sufficient strength to make the case for the requested RTP action. All classes must be evaluated; consultation with the DRTPC and the Department Chair is advised.
- Candidate's course outcomes assessments
- Assessment of teaching goals based on department, college, and university strategic plans and goals

2. Scholarly and Creative Activity

The DRTPC assesses the quality of professional activity in the following areas with specific attention to the provisions of Section II, Department Profile and Goals. The candidate must clearly document the scholarly and/or creative component of each piece of evidence submitted in this category. The following shall not be construed to be a checklist. The kinds of evidence that are submitted in support of this category **may include, but are not limited to**, the following:

- Currency of knowledge (for instance, participation in symposia, etc.)
- Writing, presenting and publication of scholarly works and/or other creative efforts
- Editing and/or refereeing of journals, or editing for presses
- Scholarly/creative activity in professional organizations (presentation of papers, person who responds to presented papers, etc.)
- Awards, special honors, appointments in recognition of scholarly and/or creative activity
- Submission of fellowships, grants and contracts
- Receipt of fellowships, grants and contracts
- Participation in, or creation of faculty development programs
- Incorporation of computer technology in scholarly and creative activity

The DRTPC uses the following modes of reporting in assessing the quality of professional activity.

- Candidate's self assessment of professional activity
- Written evaluations from peers and colleagues who are acquainted with the candidate's publications and other scholarly activities
- Verification of activity in professional organizations
- Artifacts of professional activity submitted by candidate

3. Service to the University and Community

As faculty are generally members of Departments, Colleges, the University, professional organizations and the wider community, the DRTPC assesses the quality of such service in the following areas with specific attention to the provisions of Section II, Department Profile and Goals. The candidate must clearly document the service work actually done for each piece of evidence submitted in this category. A list of committees, for instance, is not acceptable; rather, the candidate must explain exactly what she or he contributed to the work of the committee. The following shall not be construed to be a checklist. The kinds of evidence that are submitted in support of this category **may include, but are not limited to**, the following:

a. Department

- Serving on department committees
- Student advising and/or mentoring
- Helping to plan and carry out joint ventures with other departments and programs
- Guest speaking in classes
- Participating in department meetings
- Enhancing the strength, efficiency, and reputation of the department
- Representing the department to the college, the university, and the community
- Contributing to departmental curricular development
- Collegial cooperation and interaction with members of the department, both formally and informally

b. College and/or University

- Serving on College and/or University committees
- Contributing to the intellectual life of the campus community
- Advising student organizations
- Participation in faculty organizations on the university level.

c. Community and Professional Service

- Representing the interests of the LS department to boards, committees, commissions, and other off-campus organizations, including other schools and colleges
- Collaboration on educational or research projects with boards, committees, commissions, and other off-campus organizations, including other schools and colleges
- Consulting, mediating, or serving as an advocate
- Speaking to or working with civic organizations.
- Application and integration of scholarly discovery to community service
- Participation and service in professional organizations

The DRTPC uses the following modes of reporting in assessing the quality of service to the university and community:

- Candidate's self assessment of service
- Written documentation and/or other artifacts/forms of personal communication from those who are in a position to assess the quality of the faculty member's contribution
- Reports in public media
- Election and/or appointment to faculty or community organizations

C. RTP Procedures

The DRTPC chair informs all faculty members of their eligibility for RTP actions, and provides them with the LS RTP document and a timetable for RTP actions. After ascertaining who will be requesting RTP action, the DRTPC chair informs the Associate Vice President for Faculty Affairs, the dean of the school, and the school RTP committee.

Candidates initiate all RTP requests, including, if applicable, requests for reconsideration and appeals. If a candidate who is eligible for a mandatory RTP action chooses not to request such action, she or he shall so state in a memo to the DRTPC chair by the RTP action due date. Candidates complete the appropriate pages of the required RTP document forms using the appropriate sections of this RTP document as a guide, and submit this to the DRTPC chair by the established due date, together with all supporting documentation. Candidates use their summary to itemize each pertinent fact with complete details and should use their self-evaluation to address all of the criteria for the specific RTP action requested. Candidates acknowledge and initial each and every page of the package, or otherwise comply with university procedures in this regard. They justify the action requested by describing their concept of quality instruction and how they realize that concept in practice. Candidates address criteria listed in Section V in light of the areas of assessment listed in Section IV. If there are deficiencies or problems arising from previous RTP evaluations, candidates address steps taken or progress made toward remedying them. The periods covered in requests for RTP action are: for reappointment, the previous year's performance; for promotion, the period since the last promotion or since original appointment; for tenure, the period since original appointment to the probationary position. The self-evaluation should be no more than 10 pages (or otherwise follow university procedures), plus student evaluation summary sheets, a copy of the questionnaire used, signed comments, and recommendations. If there is more material, the candidates file this extra material in an appendix and retain it after the DRTPC has reviewed it, rather than sending it forward to the next RTP level. Two weeks prior to this due date, the DRTPC chair posts public notice of RTP actions requested, and invites members of the campus community to submit written, signed statements pertaining to the qualifications of candidates. The LS Department chair also may invite other faculty members to submit written evaluations of candidates.

Upon receiving the DRTPC's recommendation for RTP action, candidates sign the Faculty Performance Review in the appropriate places. The DRTPC chair sends the review to the next RTP level. If candidates request reconsideration, they submit a written statement to that effect, specifying the areas for reconsideration. The candidate may contact the local office of the California Faculty Association for assistance. The DRTPC meets with the candidates and reviews the reconsideration.

Appropriate members of the DRTPC review all documents related to RTP requests -- including the candidates' self-evaluation and summary, signed material from faculty, administrators, and students;

material from the Personnel Action File which is added by the DRTPC; summaries and interpretations of student evaluations of teaching; summaries and interpretations of peer evaluations of teaching; other identified material submitted directly to the DRTPC prior to the closing date - using this RTP document as a guide in making their professional judgments of the qualifications of the candidates. They submit written statements of their findings to the DRTPC chair. These statements address each activity listed by candidates in relation to the criteria listed in Section V and the areas of assessment listed in Section IV. They also meet in committee to discuss the candidates' qualifications. The DRTPC may request interviews with candidates.

The DRTPC chair summarizes all findings and recommendations in the final report, and places this report in the candidates' Faculty Performance Review document. The DRTPC chair verifies that the document is complete, that all documentation appears genuine, that all steps have been taken in a timely fashion, all appropriate pages signed by candidates, and all approved documents included. The DRTPC chair provides candidates with a copy of the completed pages 7 & 8 of the Performance Review. After candidates sign p. 9, if there are no more actions that are requested, the DRTPC chair forwards the document to the next RTP level.

III. Criteria and Procedures for Retention, Tenure, and Promotion

The candidate demonstrates professional activities that are consistent with the mission and standards of LS as stated in Section II. Department Profile and Goals. The DRTPC uses this profile, together with other documentation, in analyzing the achievements and professional behavior of the candidate. The candidate should look upon the development of the RTP package as an opportunity for self-reflection and creative evaluation in the formation of directions and plans for professional growth. In addition, the DRTPC looks upon the candidate's positive and creative responses to its recommendations for professional growth as a critical feature of the RTP process.

The policy of the California State University System is that teaching is to be considered the most important area of the candidate's professional life. The LS department looks upon excellence in teaching as the most important professional goal of the RTP process. Candidates must clearly demonstrate and document strength in the criteria identified for teaching. The other areas of consideration - professional activities and service to the university and community - also contribute in important ways to the effectiveness of teaching.

The following criteria represent a developmental process of professional growth. With each successive request for RTP action, the candidate should demonstrate increasing competence, initiative, and leadership in the ability to develop and apply professional skills in the areas specified in Section IV Areas of Assessment. Candidates should be able to provide evidence of how they have responded to faculty development recommendations of prior RTP reviews. The criteria are not exhaustive, but are meant as typical examples of how the candidate can document evidence of increasing competence, initiative, and leadership. The standards of assessment that the DRTPC applies to those areas, in each of the categories of the RTP process, follow.

A. Reappointment

To request reappointment for a second probationary year, the candidate, using the criteria of the approved RTP document in effect at the time of initial appointment, documents how she or he meets the criteria for reappointment which follow. If the University makes an initial two-year appointment, the candidate does not apply for a second probationary year; rather she or he undergoes a "pre-RTP" evaluation during the Winter quarter of the first year. To request reappointment for a third year, the candidate, during the RTP cycle of the second probationary year, uses the RTP document in effect at the time of initial appointment or the document in effect at the time of the current RTP cycle, or follows other university procedures in this regard. The candidate presents requests for third and subsequent probationary appointments with demonstrations of increasing ability to meet the criteria. Since reappointment (without tenure) may be made at the Assistant and the Associate Professor level, both sets of criteria are listed. The candidate documents achievements by applying the following criteria to the areas listed in Section IV, Areas of Assessment, and by using the various modes of reporting listed there.

1. Reappointment at the Assistant Professor level:

For reappointment at the Assistant Professor level, the candidate, using the criteria listed below, demonstrates an ability to develop and apply professional skills in the areas of teaching, professional activity, and service to the university and community, and thereby to demonstrate movement toward tenure.

- Understanding of the principles and practices of good teaching and learning; the ability to integrate knowledge for students; understanding of principles, practices, and pedagogies of integrative, interdisciplinary, and multicultural education
- Candidates are expected to have student evaluations, summed over all questions and classes, in the “good” to “very good” range
- Orientation to his or her professional field(s), with some (two or more) scholarly achievements such as artistic productions, books, articles, chapters of books, conference presentations (including submitted but not accepted manuscript or works), films, videos, computer software, or other contributions to the candidate’s field(s) of professional activity
- Knowledge of the structure of the university and its role in society at a general level.

2. Reappointment at the Associate Professor level:

For reappointment at the Associate Professor level, the candidate, using the criteria listed below, demonstrates an increasing ability to develop and apply professional skills in the areas of teaching, professional activity, and service to the university and community, to thereby demonstrate movement toward tenure.

- Integration of varieties of principles and practices of sound teaching and learning; innovation, creation, and integration of new knowledge and teaching approaches; fully practicing the principles and practices of integrative, interdisciplinary, and multicultural education; and stimulation of students to achieve high levels of integration of knowledge
- Candidates are expected to have student evaluations, summed over all questions and classes, in the “good” to “very good” range, and to have more “very good” than any other response, when summed over all questions and classes
- A recognized contributor to the knowledge of his or her professional field(s) through publications or other contributions to the field(s)
- An advanced knowledge (shared governance and its processes at various levels, how change occurs at university, policies and procedures for how the university works with external communities, stakeholders or agencies, leadership roles and responsibilities) of the structure of the university and its role in society; serving as a leader/administrator in areas of service at the department, college, university, and/or community levels.

Candidates for reappointment may apply for tenure, and if a candidate is in the sixth probationary year, he or she must apply for tenure.

B. Early Associate

A tenure-track faculty member may request early tenure in accordance with the regulations in the CFA/CSU Contract and Appendix 16. The candidate uses the criteria of the approved LS RTP document in effect at the time of initial appointment or that in effect during the year of the request for RTP action. The LS DRTPC requires that the candidate will meet all criteria for normal RTP action

in an exceptional fashion: that is, the criteria for performance are substantially higher (recognized by a strong majority of peer observations as exceptional in most categories of their teaching practice, especially innovative, student engagement and interdisciplinary practice, teaching evaluations aggregated with an average 1.5 or higher, publication/presentation record shows a recognizable area of contribution to the field, fulfilled at least one leadership role at college or university level) expectations of early tenure, than the criteria for regular tenure. In addition, the earlier the requested tenure, the more exceptional must be the performance. This excellence must be documented in all categories: teaching, professional activities, and service to the university and community. Early tenure is an extraordinary action that requires extraordinary evidence. Early tenure is normally an action requested due to previous outstanding tenured or tenure-track service at another comparable institution, where the total record, including at least two years of outstanding service at Cal Poly Pomona, would warrant tenure if the entire record of outstanding service had been at Cal Poly Pomona.

The candidates shall provide documentation and evidence, beyond those listed in Section IV – Areas of Assessment, for each of the categories of evaluation--teaching, professional activities, and service to the university and community. This evidence includes but is not limited to: awards in recognition of excellence in teaching, invitations to leadership positions in teaching others the art of teaching, letters of appreciation regarding contributions to professional organizations, letters of appreciation regarding service to the university and the community, confirmation of activities in conference brochures and professional literature, publisher acknowledgment and table of contents of books and articles published or to be published, and other documentation that would confirm that professional participation was above the norms of expected performance.

C. Tenure

A request for regular tenure is possible when a probationary faculty member has begun the last year of his or her probationary period. This request for regular tenure is obligatory in the sixth probationary year. The candidate uses the criteria of the approved LSRTP document in effect at the time of initial appointment or that in effect during the year of the request for RTP action. The candidate documents how she or he meets the criteria for tenure that follow. Regular tenure is an ordinary action that requires ordinary evidence. The candidate uses the areas and modes of reporting listed in Section IV, Areas of Assessment. Since one may request tenure at the Assistant or the Associate level, both criteria are listed:

For tenure, the candidate, using the criteria listed below, demonstrates an increasing ability to develop and apply professional skills in the areas of teaching, professional activity, and service to the university and community:

- Understands and practices the principles of good teaching and learning; innovates, invents, and integrates knowledge in a way that models learning for students; and an understands of principles and practices of integrative, interdisciplinary, and multicultural education
- Involvement in his or her professional field(s), with some publication achievements or other contributions to the field(s). Works in progress may be submitted.
- Advanced knowledge (shared governance and its processes at various levels, how change occurs at university, policies and procedures for how the university works with external communities, stakeholders or agencies, leadership roles and responsibilities) of the structure of the university and its role in society; serving as a leader/administrator in areas of service at the department, college, university, and/or community levels.

D. Early Tenure

A tenure-track faculty member may request early promotion in accordance with the regulations in the CFA/CSU Contract and Appendix 16. The LSRTPC requires that for the period under review, the candidate will meet all criteria for normal RTP action in an exceptional fashion: that is, the criteria of performance must be higher than the criteria for regular promotion. Early promotion requires clear evidence that not only has excellence been achieved, but that the candidate substantially exceeds (served in a leadership capacity in and significant contributions to department, college or university functioning, possessed a prominent publication record in one's field or professional organizations, won recognition for excellence in teaching) than the criteria for regular tenure. In addition, the earlier the requested promotion, the more exceptional must be the performance. This excellence must be documented in all categories: teaching, professional activities, and service to the university and community. Early promotion may or may not result in skipping one or more steps on the salary scale. Early promotion is an extraordinary action that requires extraordinary performance. Early promotion is normally an action requested due to previous outstanding tenured or tenure-track service at another comparable institution, where the total record, including at least two years of outstanding service at Cal Poly Pomona, would warrant promotion if the entire record of outstanding service had been at Cal Poly Pomona.

The candidate uses the criteria of the approved LSRTPC document in effect at the time of initial appointment or in effect during the year of the request for RTP action. Candidates provide documentation and evidence, beyond those listed in Section IV – Area of Assessment, for each of the categories of evaluation--teaching, professional activities, and service to the university and community. This evidence includes but is not limited to: awards in recognition of excellence in teaching, invitations to leadership positions in teaching others the art of teaching, letters of appreciation regarding contributions to professional organizations, letters of appreciation regarding service to the university and the community, confirmation of activities in conference brochures and professional literature, publisher acknowledgment and table of contents of books and articles published or to be published, and other documentation that would confirm that professional participation was above the norms of expected performance.

E. Promotion to Professor

The candidate uses the criteria of the approved LSRTPC document in effect at the time of initial appointment or that in effect during the year of the request for RTP action. The candidate documents how she or he meets the criteria for promotion. The candidate uses the areas and modes of reporting listed in Section IV, Areas of Assessment. The candidate who has served 4 years in the same rank, or has reached the maximum service salary step for the rank initiates a request for promotion. In the case of promotion to professor, the applicant must have tenure or will be awarded tenure simultaneously with promotion. Regular promotion is an ordinary action that requires ordinary evidence.

For promotion to Professor, the candidate, using the criteria listed below, demonstrates an increasing ability to develop and model professional skills in the areas of teaching, professional activity, and service to the university and community:

- Achieved sustained excellence in teaching as recognized by peers and professional colleagues, including the successful modeling of the integration of varieties of principles and practices of sound teaching and learning in an interdisciplinary way; innovative and creative integration of new knowledge and teaching approaches; leadership in exploring and

- developing new principles and practices of integrative, interdisciplinary, and multicultural education, and stimulation of students to achieve the highest levels of integration of knowledge
- Candidates are expected to have student evaluations, summed over all questions and classes, in the “good” to “very good” range, and to have more “very good” than any other response, when summed over all questions and classes
 - Recognized as an influence in his or her professional field(s) through publications, and/or other regular contributions to the field(s), recognized by a range peers for their importance. Works in progress may be submitted.
 - Recognition of achievement and expertise by invitations to public appearances, invitational speeches and presentations.
 - A sophisticated knowledge of the structure of the university and its role in society, serving as leader and role model in areas of service, and acknowledged by peers for his or her services

F. Early Full Professor

The candidate uses the criteria of the approved LS RTP document in effect at the time of initial appointment or that in effect during the year of the request for RTP action. The candidate documents how she or he meets the criteria for promotion. The candidate uses the areas and modes of reporting listed in Section IV, Areas of Assessment. The candidate who has served 4 years in the same rank, or has reached the maximum service salary step for the rank initiates a request for promotion. In the case of promotion to professor, the applicant must have tenure or will be awarded tenure simultaneously with promotion. Regular promotion is an ordinary action that requires ordinary evidence.

For early promotion to Full Professor, the candidate, using the criteria listed below, demonstrates an increasing ability to develop and consistently apply professional skills in the areas of teaching, professional activity, and service to the university and community:

- Integration of varieties of principles and practices of sound teaching and learning; innovation, creation, and integration of new knowledge and teaching approaches; full understanding of the principles and practices of integrative, interdisciplinary, and multicultural education; and stimulation of students to achieve high levels of integration of knowledge
- A contributor to the knowledge of his or her professional field(s) through publications or other contributions to the field(s). Works in progress may be submitted.
- An advanced knowledge (structure of shared governance and its processes at various levels, how change occurs at the university, policies and procedures for how the university works with external communities, stakeholders or agencies, leadership roles and responsibilities) of the structure of the university and its role in society; serving as a leader/administrator in areas of service at the department, college, university, and/or community levels.

G. Initial Appointment

Although not an RTP action, the initial appointment establishes the basis for such action. Initial appointment criteria and requirements vary with the needs of the department, but the following apply in general. Persons appointed to a teaching position in the department must hold at least a terminal

degree in an area relevant to Liberal Studies, and demonstrate ability in teaching and promise in professional activity in this area. Persons with all but the dissertation completed will be considered if they can verify that the Ph.D. will be granted within one year of initial appointment. Non-tenure track lecturer positions require at least a master's degree in an LS related discipline. The department determines qualification of the candidate by reviewing some or all of the following: interviews, letters of reference, documentation of academic preparation and prior teaching experiences, publications, research efforts, and evidence of intellectual promise.

H. Periodic Evaluations

Periodic evaluations and post-tenure reviews are not RTP actions. However, the LS DRTPC constitutes the review committee to deal with the periodic evaluations and post-tenure reviews.

The purpose of post-tenure review is to highlight strengths and address areas of professional improvement and leadership. The LS department considers self-evaluation and assessment an important part of this review. It also considers the ways in which tenured faculty model teaching, professional activities and service to the university and community for non-tenured faculty. Materials such as student and peer evaluations of teaching should also be included.

See Section VII for procedures to follow in processing student and peer evaluations.

I. Personnel on Leave

Faculty on leave (Fulbright, Visiting Professorship, Research award, International Center grant, sabbatical etc.) may document that experience as part of their RTP packets. Prior to the leave, the candidate consults with the LS RTP committee regarding the articulation of LS RTP criteria and the requirements of the leave. Probationary faculty who have consulted in this way and have been full-time members of the LS department for at least two years may apply for RTP action while they are on leave.

J. Personnel With Return Teaching Rights & Tenure Return Rights

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

K. Personnel Who Serve in Other Units on Campus

Candidates who work in other units may make use of the RTP documents of those units, in addition to their assigned unit, in preparation of their packet. Candidates may provide documentation of their activities outside LS, including teaching experiences in other units, professional activities related to other units, and service to the university and community that pertains to other units. Evaluation of these activities utilizes the criteria established by those other units. For example, a candidate who teaches in another unit within SEIS may use the peer and student evaluation forms of that other unit and include an interpretation of the statistical results based upon the criteria of that other unit. LS

faculty who serve in administrative positions may use the evaluations of their work by their supervisors.

Appendix A – Mission of the Liberal Studies Department

Mission Statement

The Liberal Studies Department educates students in a broad-based liberal arts curriculum. The Department seeks to train students in the critical thinking skills necessary for the understanding of complex foundational problems and the assessment of positions on such problems, and the verbal skills necessary for the articulation of this understanding and assessment. This understanding of complex foundational problems is precisely the understanding called for by the College's mission statement: "... educate responsible citizens to take leadership in creating a free and just society, and to act with authenticity and social conscience in an atmosphere of candor and trust". These skills include creative and critical thinking methods of both qualitative and quantitative inquiry, the application of theory to practice, and learning through performance-based activities in the humanities, arts, natural and social sciences. Within our critical liberal arts curriculum, the Liberal Studies Department also coordinates subject matter preparation for the majority of Cal Poly Pomona students seeking the elementary teaching credential.

Appendix B – Student Learning Outcomes of the LS Department

The Department's specific student learning outcomes are that students will:

- (1) Know the basic approaches to knowledge in the humanities, social sciences, natural sciences and mathematics.
 - (a) Know the basic elements and recurring themes in the humanities and fine arts.
 - (b) Know major concepts in the social sciences and natural sciences/math
 - (c) Be able to distinguish and make connections between the humanities, fine arts, natural and social sciences, and math.
- (2) Demonstrate an interdisciplinary approach to problem-solving.
 - (a) Synthesize knowledge across the humanities, social sciences, natural sciences, and math
 - (b) Apply the recurring themes in humanities, social sciences, math and natural sciences to real world problems/issues
- (3) Think critically
- (4) Write at an academic level
 - (a) Write to support a position
 - (b) Write to analyze an issue
 - (c) Write to synthesize information
- (5) Understand the role of civic participation in their education
- (6) Understand the importance of and need for advocating for social justice
- (7) Understand the complex and complicated nature of the human condition (Multi-causal/ Multi-variable)
- (8) Develop an appreciation for the arts and an awareness of the significant role they play in human societies

Appendix C – Process for Student Evaluations of Teaching

Liberal Studies Department *Instructions for Proctors*

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

Please write the following information on the board:

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

Read the following statement:

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

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

If you wish to give written feedback on this course or the instructor, please see the Liberal Studies Department Chair. Written feedback must be signed, and include your Bronco ID number.

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

The Liberal Studies department appreciates your input. Thank you.

A NUMBER TWO PENCIL IS REQUIRED.

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

After forms have been completed, collect, and place all student evaluation forms and all written comments in an envelope. Seal the envelope. Deliver it to the Department administrative support staff immediately after class (Bldg. 94-321, x3567).

Thank you.

Appendix D – LS Peer Evaluation of Teaching Guidelines

LS Peer Evaluation of Teaching Guidelines

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

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

Appendix E – References

(Appendices refer to the University Manual)

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