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Retention, Tenure, and Promotion Document

Ethnic and Women's Studies

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I. Introduction

The reappointment, tenure, and promotion (RTP) process is a critically important faculty responsibility. RTP is the mechanism by which we assure the success of our faculty and thereby assure educational quality for our students. While the president makes final decisions on reappointment, tenure, and promotion, our department faculty are in the best position to provide clear expectations, create an environment conducive to achieving expectations, and render the most informed recommendations to the president. The EWS Department RTP Criteria Document communicates department expectations and RTP procedures to the department's faculty, faculty candidates, the dean, the College RTP Committee, the University RTP Committee, and academic administrators. University policies including the Unit 3 Collective Bargaining Agreement (CBA) and Policy No. 1328, 1329, of the University Manual define university procedures and expectations. Our department document supplements and does not conflict with university policies. In the event of discrepancies, the CBA takes first precedence, and university policies take second precedence over departmental policies.

In accordance with the Collective Bargaining Agreement, we provide tenure-track faculty with a copy of the Department RTP Criteria Document within two weeks of the start of their first semester at Cal Poly Pomona. The primary purpose of the EWS Department RTP Criteria Document is to articulate clearly what we expect of our faculty members and in particular what they must achieve in order to be granted reappointment, tenure, and promotion.

RTP is not simply a matter of evaluation. Faculty colleagues, deans, and academic administrators are expected to mentor and support candidates by providing them with the maximum opportunities to be successful.

A. Definitions:

Policy No. 1328 provides a comprehensive overview of RTP procedures. Some of the more important definitions are provided here.

1. **Candidate** refers to a faculty member who is under consideration for reappointment, tenure, or promotion action in the current cycle.
2. **Department RTP Committee** members must be either full-time tenured faculty or be a FERP member. Department RTP Committee (DRTPC) members are elected by the tenured and probationary faculty. A tenured faculty member who will be a candidate for promotion may be elected but may only participate in reappointment cases. They may not participate in promotion or tenure recommendations (see also Policy No. 1328).

3. **Criteria** are the expectations articulated in the department RTP criteria document and in Policy No. 1328. Criteria define what a candidate must achieve in order to be positively recommended for reappointment, tenure, or promotion. Criteria documents contain procedural information as well; however, it is important to distinguish between criteria and rules/ procedures. Department RTP Criteria are adopted by a majority vote of the tenured and probationary faculty, submitted to the dean and the College RTP Committee for review and comment, and ultimately approved by the president or his/her designee (Policy No. 1328).
4. A **probationary year** of service is any two semesters in a period of three consecutive semesters. The first probationary year begins with the first fall term of appointment.
5. A faculty member is **eligible to apply for tenure** at the beginning of the sixth probationary year. An application for tenure prior to the sixth probationary year is an application for **early tenure**.
6. A faculty member is **eligible to apply for the first promotion** at the time they apply for tenure. Once tenured, the faculty member is **eligible for a subsequent promotion** after having served four years in the current rank. Applications for promotion prior to having attained eligibility are applications for **early promotion**.
7. **Criteria for early actions** shall place emphasis on teaching ability and accomplishment and shall require exceptional performance or extraordinary qualifications with regard to research, scholarly, and creative activities/professional growth, and university service. The earlier the request, the more stringently criteria will be applied.
8. **Policy No. 1329 of the University Manual governs student evaluation of teaching.**
9. **Peer evaluation of teaching** is the responsibility of the Department RTP Committee and includes a classroom or online visit, review of course syllabus and other teaching materials, and a written report.
10. A **candidate for reappointment must use the Department RTP criteria** in effect at the time of the candidate's initial probationary appointment. *Current* procedures and policies apply.
11. A **candidate for tenure or promotion may choose between the criteria** in effect at the time of the initial probationary appointment and those in effect at the time of the request for action. In any case, *current* procedures and policies apply. A candidate requesting both tenure and promotion must choose a single set of criteria for both actions.
12. Candidates are required to assemble a **RTP package** (also known as the official **Faculty Performance Review** form), which documents accomplishments and makes a positive case for the requested action. In preparation of this package and before submittal, the candidate can seek counsel from the DRTP Committee and other sources, including colleagues, CFA and the AVP for Faculty Affairs regarding the preparation of the RTP package.

B. Department Philosophy

The Ethnic and Women's Studies Department promotes interdisciplinary study, research, learning, and teaching about the many groups of people in society who are socially and/or self-identified through the constructs of ethnicity, culture, class, race, religion, nationality, affectional/sexual orientation and gender. The department gives central consideration to topics of advocacy, aesthetic

expression, culture, diversity, history, identity, ideology, justice, power, public policy, social organization, stratification, and worldview, and to the processes by which students can become personally and professionally engaged with them.

Understanding the intersections, practice and effects of class, ethnicity, gender, nationality, race, religion, and sex is imperative for learning to live in a modern, multicultural, diversified society. The department prepares students to manage, nurture, and shape such a society through critical understanding, leadership, and responsible action. The EWS Department promotes technology as a social tool to empower those whom we serve. Technology is an instrument for social change and a means to advance progressive models for the restructuring of society. The department emphasizes the interrelationships between various fields of study and takes an interdisciplinary, comparative approach to understanding U.S. social reality, with an emphasis on the experiences of women and members of ethnic/racial groups.

The EWS Faculty demonstrate excellence in teaching, enhance their skills in the development and evaluation of educational programs, promote alternative models of learning, and contribute professionally to agencies and institutions in the greater community. They are encouraged to serve as advocates to their professions and communities in significant ways that will advance the civic goals of all humankind and the rights of all people. They have the ability to reinvent and restructure institutional procedures and educational programs by implementing effective new approaches and techniques to serve all people. As innovative and sensitive agents of change, EWS faculty members address the varied issues and problems facing the teaching profession, as well as the diverse needs of California, the United States, and the global village. In this regard, the EWS Department will promote the value of community partnerships and service learning by establishing relationships with K-12 schools, community colleges, UC campuses, parent and youth groups, unions, civil rights associations, women's groups, business associations, family services, and political and elected officials.

EWS Department approaches assessments of faculty as a mentoring process involving the professional judgments of peers and the feedback from students. This means that the DRTPC evaluates candidates for RTP action primarily using assessment approaches that are flexible and specific to each candidate's strengths, in order to identify areas for further development. The purpose of the RTP process is to encourage professional growth in enlightened ways that will enhance the ever-changing needs of the department and advance the abilities of the candidate. This, in turn, will enhance the student body, the campus community, and the greater society.

II. Procedures

A. Reference to Policy No.1328

This document fulfills all requirements for directing candidates seeking reappointment, tenure and promotion in the Ethnic and Women's Studies Department. It incorporates Policy No. 1328-1329 of the University Manual, the current Collective Bargaining Agreement, and documents incorporated therein. No other documents and criteria are applicable.

B. Department Procedures

1. **The Department Chair** shall ensure that each faculty member has a copy of the current, approved RTP criteria, and shall post a copy of the current approved DRTP document in the department office. The Department Chair will also retain copies of past, approved RTP criteria for the purpose of evaluating candidates who choose to be evaluated by criteria that were current at the time of the candidate's initial appointment. Copies of these past RTP documents shall be made available to the committee and faculty.
 - a. By March 1st of the academic year preceding the given RTP cycle, an election shall be by majority vote of the probationary and tenured faculty members of the department. The committee's term of service shall not end until all matters pertaining to the committee's recommendations have been concluded. After the election of the committee, the Department Chair will notify the Dean of the composition of the committee.
2. The chair may not serve if not tenured or candidate for action.
3. **The Department RTP Committee** is responsible for ensuring the integrity of the RTP process within the Department. The committee structure and function shall conform to Policy No. 1328, of the University Manual.
 - a. The committee shall consist of full time, tenured faculty members elected by secret ballot by probationary and tenured faculty. The minimum size of the committee shall be three, if the Department has seven or fewer full-time faculty eligible to serve, five if the Department has eight to seventeen full time faculty eligible to serve and shall always be an odd number of members.
 - b. If too few faculty members are available to form a committee for all or some aspect of a committee's work, the committee, after notifying the candidate, shall consult with the College RTP committee and name faculty members from outside the Department to supplement the committee.
 - c. The committee shall be elected by March 1st as determined by Policy No. 1328.

- d. No tenured faculty member may serve on more than one RTP committee level during any given RTP cycle.
 - e. In promotion considerations, the committee members must have higher rank than those being considered for promotion. Tenured candidates being considered for promotion are ineligible for service on any promotion or tenure actions considered by the committee. However, tenured candidates being considered for promotion are eligible for service on any reappointment actions considered by the committee.
 - f. Faculty, who know in advance that they will be on a professional leave during one semester or more should not be nominated to the committee, without prior approval by the Provost (Policy #1375).
 - g. The committee shall elect a chair who shall be responsible for ensuring the provisions of the Departmental RTP document and Policy No. 1328 of the University Manual are carried out.
4. The **DRTP Chair** is responsible for the following:
- a. In the Fall semester:
 - 1) Gives written notice to each candidate who is eligible for a regular RTP action;
 - 2) Presents all appropriate forms and information to the RTP candidate;
 - 3) Provides each RTP candidate with a copy of the University RTP Calendar for the current academic year;
 - 4) The Dept Chair or DRTPC must provide faculty with copies of student letters/petitions and provide the faculty member at least 10 calendar days to provide a rebuttal. This could be placed under the “throughout the year” heading.
 - 5) Provides a copy of the Department RTP Document to each RTP candidate and to new faculty who will need the document for preparation of their RTP package the following academic year;
 - 6) Assists candidates in understanding expectations and in preparing their packages;
 - 7) Informs Faculty Affairs of requests for RTP action;
 - 8) Ensures that RTP packages are complete via Interfolio;
 - 9) Provides the department’s recommendation to the candidate.
 - b. Throughout the year:
 - 1) Ensures that peer evaluations are conducted for all faculty members who will be candidates for RTP action in the future.
 - 2) Ensures that evaluation reports are provided to candidates in a timely manner.

5. **The DRTP committee's duties** include the following:
 - a. Ensures that the minimum number of peer evaluations is conducted according to Department and University policy;
 - b. Ensures that the minimum number of student evaluations is conducted and summaries of the evaluations are included in the RTP package.
 - c. Solicits input from students (where they sign and provide student ID) by publicizing names of candidates for RTP action and names to whom signed statements may be submitted. This will be done on EWS webpage and posted on department's door, when accessible.
 - d. Evaluates candidates' request for a RTP action by using only the approved RTP criteria.

6. Deny promotion
 - a. Deny early promotion
 - b. Deny early tenure

7. Decisions must be supported and shall address all applicable criteria. Decisions shall be based on evidence supplied to the committee by the candidate or requested by the committee from the candidate. No conditions or contingencies can be attached to the decision, except in cases that are in accordance with contingencies articulated in the candidate's original employment letters (Policy No. 1328).

8. **The DRTP Committee**, in its evaluation of the candidate's request, shall take into account information from the following sources:
 - a. Summaries and interpretations of students' evaluations in accordance with Policy No. 1328-1329 of the University Manual
 - b. Summaries and interpretations of peer evaluation of teaching performance in accordance with Policy No. 1328-1329 of the University Manual
 - c. Self-evaluation provided by the candidate (including reference to any supplementary material necessary to corroborate candidate's statements)
 - d. Signed material received from other faculty, administrators, and students (which are to be added to the candidate's RTP package)
 - e. Material requested from the candidate by the committee, which include requests for clarification, corrections to or augmentation of any section/part of the RTP package
 - f. Other material in writing identified by source submitted to the committee before official deadline.
 - g. the RTP is the working OAF for the purposes of evaluation. However, the committee should consult the full PAF for additional relevant materials (#1328, 1.5).

9. **The DRTP Committee** will make its evaluation of the candidate's request in writing on University approved forms. The chair of the committee will review with the candidate the results of the committee's evaluation. The candidate will then be given the opportunity to either accept the committee's recommendation or to submit within seven working days either a response/rebuttal or request a reconsideration (Policy No. 1328 of the University Manual). If the candidate does not acknowledge the recommendations of the committee, the Department Chair shall forward the RTP package to the next level of review and document the fact that the candidate was told of the committee's evaluation and recommendation and the fact that they refused to acknowledge them.
10. The request for reconsideration of the committee's recommendation must address only the issues raised by the committee. It is important for the candidate to realize that new evidence can be introduced at this stage. The committee cannot refuse a request for reconsideration.

In the request for reconsideration, the candidate must clearly deal with each issue raised by the committee, show how the facts clearly show that the original opinion of the candidate must be sustained, and show where the committee was in error when it examined the same or related facts. Brevity and clarity are encouraged since this request for reconsideration will become part of the RTP package and be examined by the committee and other review groups.

If the committee does not act favorably upon the candidate's request for reconsideration, the candidate has ten working days, from the receipt of notification, to appeal to the College RTP Committees' final recommendation. Appeal is not obligatory. The candidate is advised to consult Policy No. 1328 of the University Manual. In addition to, or in lieu of a formal appeal to the College RTP Committee, the candidate may submit a response or rebuttal statement to the committee's final recommendation to be included in the RTP package.

11. The Department Chair, if not a member of the committee, may make a separate recommendation, which will be forwarded to subsequent levels of review. The candidate will receive a copy of the Department Chair's recommendation when the original is incorporated into the RTP package.

C. Student Evaluations of Teaching

1. Student evaluations will be administered in all classes as specified in the Collective Bargaining Agreement (CBA), the Academic Senate, and other university procedures. Policy No. 1329 contains a copy of the approved student evaluation form.
2. The student evaluation policy, as specified in the Collective Bargaining Agreement (CBA), the Academic Senate, and other university procedures, shall be uniformly enforced for all candidates.
3. The results of the student evaluations shall be placed in the faculty unit employee's Personnel Action File. For probationary faculty, only the evaluations for the period under review shall

be considered. Faculty being evaluated for tenure and promotion must submit student evaluations from all the previous years.

D. Peer Evaluation of Teaching

The Department has established a policy on the peer review of teaching performance, and a copy of this policy along with approved forms is in Appendices A, B, and C of this document. In summary, the peer evaluation of teaching performance shall reflect, to the degree possible, the breadth of courses taught by the candidate. Also, the peer evaluation shall include classroom visits and a review of course syllabus and relevant course materials.

1. A minimum of two peer reviews per year, in different semesters is required. A written report of the classroom visit shall be placed in the candidate's PAF within two weeks of the class visit. A copy of the written report will also be given to the candidate (Policy No. 1328).
2. Only peer evaluations conducted either prior to or during the period under consideration may be used for that period's deliberations. Exceptions may be allowed if the candidate does not have the minimum number of evaluations.

E. Positions Other Than Teaching

Candidates and future candidates serving in positions or performing administrative duties, serving in positions of academic governance, or on leave (see also Policy No. 1328) shall be evaluated as follows:

1. Candidates who are away from campus during the academic year in which they must/may apply for action shall observe the same procedures and timelines as candidates in residence. Candidates may provide their RTP requests electronically to be used for sending recommendations to candidates. It will be the candidate's responsibility to meet all deadlines.
2. Individuals who accept positions outside of their departments while they are still eligible for RTP action must ensure that they understand department expectations during the time they are away. The department has articulated expectations for these exceptional situations in the Department RTP Criteria document and Policy No. 1328. If these exceptions are not addressed in the department criteria, then the candidate and the DRTPC shall commit to writing an interpretation of the department criteria in light of the special circumstances. The dean, URTPC chair, and Associate Vice President for Faculty Affairs shall approve this memorandum of understanding.
3. The DRTP committee must take into account the activities of faculty temporarily on leave from teaching duties for such purposes as sabbatical leave, fellowships, overseas teaching, and administrative assignment for the University, and visiting professor/scholar at another institution. Faculty on leave shall be evaluated using the stated criteria for teaching, scholarly or creative activity and service with suitable modifications listed below.

4. Faculty Serving on Administrative Assignment:

- a. For promotion, faculty serving an administrative assignment at the time of an evaluation shall have taught Department courses equivalent of 24 WTUs since the last promotion. At least 3 WTUs shall be within the year of the candidate's request. At least 21 of the WTUs must be for courses for which the candidate was the sole instructor. Student evaluations, per Department policy, must be included in the RTP package.
- b. For reappointment or tenure, the candidate serving an administrative assignment shall have taught the equivalent of 12 WTUs for the previous academic year. All 12 WTUs must be for courses given by the Department. At least 9 of the WTUs must be for courses for which the candidate was the sole instructor. Student evaluations, per Department policy, must be included in the RTP package.
- c. For reappointment, tenure, or promotion, faculty serving an administrative assignment shall provide evidence of research, scholarly, and creative activity, and shall be held to the same standard as any other candidate for reappointment or promotion in the Department.
- d. Faculty serving on administrative assignment shall have their service component satisfied by working on their administrative duties.
- e. There can be no deviation of the above requirements for faculty serving an administrative assignment without the written consent of DRTPC, Dean 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.

5. Faculty Serving in Academic Governance:

- a. For promotion, faculty serving in Academic Governance on release time equivalent to a half time (or greater) appointment shall have taught Department courses equivalent of 24 WTUs since the last promotion. At least 3 WTUs shall be within the year of the candidate's request. At least 21 of the WTUs must be for courses for which the candidate was the sole instructor. Student evaluations, per Department policy, must be included in the RTP package.
- b. For reappointment or tenure, the candidate serving in academic governance and has release time equivalent to a half time (or greater) appointment shall have taught the equivalent of 12 WTUs for the previous academic year. All 12 WTUs must be for courses given by the Department. At least 9 of the WTUs must be for courses for which the candidate was the sole instructor. Student evaluations, per Department policy, must be included in the RTP package.
- c. For reappointment, tenure or promotion, faculty serving on administrative assignment shall provide evidence of scholarly or creative activity and shall be held to the same standard as any other candidate for reappointment or promotion in the Department.
- d. Faculty serving in academic governance shall have their service component satisfied by working on their academic governance duties.
- e. There can be no deviation of the above requirements for faculty serving in academic governance without the written consent of DRTPC, Dean 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.

6. Faculty On Approved Leave

- a. 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 and next several paragraphs apply. If the approved leave is without pay from the University then the probationary status of the tenure track candidate is inactive ("the clock has stopped") and the next several paragraphs do not apply.
- b. For promotion, faculty on approved leave at another institution shall have taught, at this University, Department courses equivalent of 24 WTUs since the last promotion. At least 3-4 WTUs shall be within the year of the candidate's request. At least 21 of the WTU's must be for courses for which the candidate was the sole instructor. Student evaluations, per Department policy, must be included in the RTP package. Teaching at another institution does not relieve the candidate of the teaching requirement at this University.
- c. For reappointment or tenure, the candidate on approved leave at another institution shall have taught the equivalent of 12 WTUs for the previous academic year. All 12 WTUs must be for courses given by the Department at this University. At least 9 of the WTUs must be for courses for which the candidate was the sole instructor. Student evaluations, per Department policy, must be included in the RTP package. Teaching at another institution does not relieve the candidate of the teaching requirement at this University.
- d. For reappointment, tenure or promotion, faculty on approved leave at another institution shall provide evidence of scholarly or creative activity and shall be held to the same standard as any other candidate for reappointment or promotion in the Department. The committee, whether alone or in collaboration with others, can examine research and scholarly activity done at another institution, for the purposes of fulfilling the Department's criteria in the area of scholarly or creative activity.
- e. Faculty on approved leave shall furnish evidence that they have fulfilled the service requirement specified in the Departmental criteria for the requested RTP action. Visitation to another institution does not relieve the candidate of the service requirement at this University.
- f. There can be no deviation of the above requirements for faculty serving on approved leave without the written consent of DRTPC, Dean, 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.

III. Criteria for RTP Action

A. *Elements of Performance and Evaluation*

The candidate shall be evaluated only according to the criteria established in this document. No other criteria may be used unless a written agreement to use extraneous criteria is established between the candidate, the DRTP committee, the University RTP Committee, and the Vice President for Academic Affairs.

Criteria for reappointment decisions shall be the criteria that were in effect during the candidate's first academic year of probationary service on this campus. Candidates for tenure or promotion may use either the Departmental RTP criteria in effect during the candidate's first academic year of probationary service on this campus or the Departmental RTP criteria in effect in the year the candidate requests action. If a candidate requests simultaneous consideration for both promotion and tenure, the candidate must select a single set of criteria. Once the evaluation process has started, there shall be no changes in criteria and procedures used to evaluate the candidate.

Candidates for RTP action are evaluated in three areas: 1) **teaching**, 2) **research, scholarly and creative activities/professional growth**, and 3) **service** (to department, college, university, professional organizations, and community-at-large). A candidate lacking in any one area will not receive a positive recommendation. The following criteria are provided as guidelines that allow candidates to demonstrate effectiveness in a variety of ways.

Teaching

1. Evaluation of **teaching** may include but not limited to the following:
 - a. Knowledge and command of the subject
 - b. Use of course materials that are appropriate to the courses that are taught
 - c. Innovation in teaching and learning strategies
 - d. Demonstrated knowledge and use of methods in the assessment of learning outcomes
 - e. Availability to students as an academic mentor, project coordinator, thesis director, or member of a graduate thesis committee
 - f. Versatility in and mastery of teaching a wide range of courses
 - g. Use of interdisciplinary and integrative pedagogical principles in teaching
 - h. Revision of present courses and the creation of new courses
 - i. Incorporation of community service learning in classes
 - j. Observation of mechanics of instruction (grade records, due dates, book ordering, office hours, etc.)
 - k. Integrity in the collegial execution of teaching responsibilities
 - l. Incorporation and effective use of technology in instruction and instructional materials
 - m. Demonstrated ability and collegiality in team teaching situations

- n. Inclusion of global/international/transnational perspectives in courses
 - o. Awards and special honors received for teaching and advising
 - p. Incorporation of educational technology into course development and programs
2. The DRTPC uses the following modes of reporting in assessing the quality of teaching:
- a. Candidate's self-assessment of teaching
 - b. Student instructional assessment forms, which are administered in each assigned course per semester per year
 - c. Signed written comments from students, peers, and/or professional colleagues
 - d. Reviews of candidate's teaching materials (syllabi, exams, handouts, and other classroom-related materials) in at least two classes per year
 - e. The alignment of course outcomes assessments with department goals

Research, Scholarly, and Creative Activities/Professional Growth

1. Evaluation of **research, scholarly, and creative activities** shall include consideration of the following:
- a. Currency of knowledge in the candidate's chosen fields
 - b. Submission and publication of written scholarly work in books and refereed journals. This includes edited volumes and chapter articles
 - c. Public scholarship is also valued, such as writing social commentaries, organizing workshops to advance faculty of color, etc.
 - d. Presentation of integrative scholarship in public lectures, magazine articles, radio and television interviews, performances, or exhibits
 - e. Editorial work, and/or service as a referee of journals, or editorial work for presses
 - f. Presentation of papers at professional conferences
 - g. Awards and special honors received for scholarly activities
 - h. Application for and/or receiving fellowships, grants, or special funding for research and creative projects
 - i. Participation in workshops and/or conferences related to pedagogy, service learning, ethnic studies, women's studies, scholarship of teaching, and related fields
2. The DRTPC uses the following modes of reporting in assessing the quality of research, scholarly and creative activities/professional growth:
- a. Candidate's self-assessment of research, scholarly and creative activities/professional growth
 - b. Written evaluations from peers and colleagues who are acquainted with the subject area
 - c. Reviews of published and unpublished works by those who are familiar with the subject areas
 - d. Citations of candidate's work in other scholarly work

- e. Reviews of integrative scholarship expressed in public lectures, magazine articles, radio and television interviews, performances, and/or exhibits
- f. Verification of activities and evaluation of quality of work in professional organizations by those who are in a position to make such judgments
- g. Evaluations of accomplishments in consulting, fellowships, and/or grants

Service

1. Evaluation of **service** shall include consideration of the following:
 - a. Service to the department
 - b. Service to the college and university
 - c. Service to professional organizations and the community-at-large

2. Service to the department may include:
 - a. Work on department committees
 - b. Advising activities and/or mentoring students
 - c. Service as department chair
 - d. Service as chair on a department committee
 - e. Contributions to on-going program assessment
 - f. Collaboration with other departments and programs on joint ventures
 - g. Collaboration with other faculty members by guest speaking in their classes
 - h. Participation in department meetings
 - i. Departmental representation to the college, the university, and the community
 - j. Contribution to departmental curricular development and revision
 - k. Participation in the development of new programs and activities relating to programmatic adjustments necessary for specific accreditation needs
 - l. Participation in or development of programs for teaching and learning
 - m. Collegial cooperation and interaction with members of the department, both formally and informally
 - n. Organization of special events for the department
 - o. Fund-raising for department scholarships and projects

3. Service to the college and university community includes:
 - a. Service on college and university committees and special task forces
 - b. Service in the academic senate
 - c. Representation of the college and/or campus at statewide organizations or special committees
 - d. Service in part-time or full-time administrative positions at college and/or university levels
 - e. Contribution to the intellectual life of the campus community through participation in symposia and forums
 - f. Service as advisor to student organizations and clubs

- g. Involvement with campus cultural and gender centers, office of student life, and housing
 - h. Leadership roles in faculty organizations
 - i. Leadership roles in organizations, affinity groups, and associations that support people of color, women, queer, and trans individuals.
 - j. Facilitation of study abroad programs
 - k. Facilitation of local, statewide and national study tours
 - l. Participation in overseas assignments on behalf of the university in the development of joint programs
 - m. Participation in and development of programs for K-12 teachers on behalf of the college and university.
4. Service to professional organizations and the community-at-large includes:
- a. Service as official, organizer, and/or officiator at conferences
 - b. Service on boards and governance committees of professional organizations
 - c. Representing the interests of the EWS department on boards, committees, commissions, and other off-campus organizations
 - d. Service as a consultant to community, educational or other institutions
 - e. Collaboration with other institutions, including community colleges and schools, on educational, social, or research projects
 - f. Consultation, mediation, or service as an advocate for other institutions
 - g. Work and contribution to civic organizations
 - h. Facilitation of community service-learning partnerships
 - i. Served as an expert witness or spokesperson on behalf of their cultural interests or disciplinary field
5. The DRTP committee uses the following modes of reporting in assessing the quality of service to the university and community:
- a. Candidate's self-assessment of service, written documentation and/or other forms of communication from individuals who are in a position to assess the quality of the faculty member's contribution
 - b. Reports in public news media
 - c. Election and/or appointment to professional organizations

B. Criteria for Reappointment

1. Reappointment means that the candidate is re-applying for the next probationary year. A probationary faculty member must apply for reappointment during an RTP cycle if the previous reappointment letter (or initial appointment letter) specifies that the term of (re)appointment expires at the end of the current academic year. The only exception is the case of a probationary faculty member in the sixth probationary year, who must apply for tenure. Candidates who are unsuccessful in obtaining re-appointment and are currently in their first and second probationary year will be granted termination effective at the end of the current academic year. Candidates who are unsuccessful in obtaining reappointment and are currently in their 3rd, 4th, or 5th year will be granted reappointment with a terminal year. The following criteria are used as a basis for the evaluation of probationary faculty:
 - a. The candidate has a pattern of satisfactory student teaching evaluations below 2.0 and peer reviews of effective teaching based on criteria identified in Appendix A
 - b. The candidate has successfully addressed areas for improvement identified in previous student evaluations and peer reviews
 - c. The candidate has provided evidence of development of materials for courses taught
 - d. The candidate has demonstrated the ability to assess learning outcomes
 - e. The candidate has shown evidence that they have met most of the criteria listed in III.1 (d) in their evaluation of teaching
 - f. The candidate has kept regular office hours and appointments
 - g. The candidate has taken an active role in advising and/or mentoring students
 - h. The candidate has provided evidence that they are a recognized contributor to the knowledge of their scholarly field(s) through writing, publications, presentations, and other scholarly and creative activities as outlined in III.A
 - i. The candidate has shown evidence that they have applied for internal and/or external funding for their professional and scholarly activities
 - j. The candidate has provided evidence of progressive service related to the committee or academic governance work that they have participated in at least two of the following areas of service annually: department, college, university, and/or professional organizations and/or community-at-large as outlined in III.A. The Department encourages candidates for reappointment to balance their time between teaching, scholarly activities, and service, since all three areas form the foundation of a successful request for tenure.
 - k. Attainable short and long-term goals in all evaluative areas are clearly stated in the candidate's self-assessment statement. The candidate has provided evidence that short-term goals have been met and that satisfactory progress has been made towards tenure and the attainment of long-term goals.

C. Criteria for Tenure

1. Tenure is the status conferred on the candidate by the University, which grants continuous, automatic reappointment, with some limitations. A request for regular tenure is possible only

when a probationary faculty member has begun the last of the probationary period. The request is obligatory in the sixth probationary year. The candidate may use either the departmental RTP criteria in effect during the candidate's first academic year of probationary service on this campus or the departmental RTP criteria in effect in the year the candidate requests action. Candidates successful in obtaining tenure will be reappointed with tenure. Failure to obtain tenure at the end of the sixth probationary year results in the granting of reappointment to terminal year. The criteria for attaining tenure are outlined below.

2. Teaching performance, research, scholarly, and creative activities/professional growth, and service to the department, college, university, and professional organizations/wider community are the primary considerations for granting tenure (see 111.A for specific criteria related to all three areas).
3. In the area of teaching, a candidate for tenure is expected to exhibit the following:
 - a. An advanced understanding and mastery of the principles, practices, and scholarship of good teaching and learning, based on criteria identified in 111.A – Teaching
 - b. An ability to innovate, invent, and/or integrate knowledge in a way that models learning for students
 - c. Mastery of the principles and practices of integrative, interdisciplinary, multicultural, and/or global education
 - d. Availability to students as academic advisor and/or mentor
4. Any significant deficiencies in teaching, noted by the DRTP committee in previous evaluations for reappointment, shall have been corrected by this time. Short-term goals in the area of teaching have been met and there should be evidence that long-term goals are either completed or have reached a satisfactory level of completion.
5. In the area of research, scholarly, and creative activities/professional growth, the candidate is required to show evidence of achievement of short-term goals and of continuous progress toward long-term goals. A minimum of two publications in refereed journals (open access is fine), anthologies, book chapters or one refereed book related to their academic or professional field(s). The candidate can also meet the above as a lead author of said publications. In addition, the candidate must demonstrate an advanced orientation to their ~~his~~ ~~or her~~ professional field(s) in areas of research, scholarly, and creative activities in at least **three** of the following areas:
 - a. Obtained internal/external funding to support a research program in a satisfactory manner
 - b. Presented papers/exhibits/creative projects at conferences sponsored by professional/academic organizations
 - c. Presented scholarship and creative projects in public lectures, magazine articles, radio and television interviews, performances, and/or exhibits
 - d. Served in editorial capacities (editor, peer reviewer, or editorial board for journals)

- e. Actively participated in faculty development programs, learning circles, and conferences
6. The service component requires an advanced knowledge of the structure of the university, with participation, through committee and other service activities, at various levels of campus life (department, college, and university). Service also includes participation in professional organizations and/or the community-at-large as outlined in 111.A - Service. In addition, the evidence should clearly indicate that the candidate would continue efforts in the area of service.

D. Criteria for Promotion to Associate Professor

1. A request for regular promotion to Associate Professor is never obligatory. The request for promotion to Associate Professor will be considered only if the candidate has served at least four years in the rank of Assistant Professor. The candidate may apply at the beginning of the sixth year.
2. Teaching performance, research, scholarly, and creative activities/professional growth, and a record of service are the primary considerations for granting promotion to Associate Professor (see 111.A for specific criteria related to all three areas). A candidate for Associate Professor is expected to consistently exhibit:
 - a. An integration of a variety of principles, practices, and scholarship of sound teaching and learning as outlined in 111.A – Teaching
 - b. Full understanding and mastery of the principles and practices of integrative, interdisciplinary, multicultural, and global education
 - c. The development and creative use of assessment to improve student outcomes in the integration and critical analysis of knowledge
 - d. Availability to students as academic advisor and/or mentor
3. The candidate must have corrected any significant deficiencies, which may have been mentioned in any previous evaluations. Previous short-term goals in the area of teaching have been met, and new short-term goals have been established and clearly communicated in the self-assessment statement. Long-term goals are either completed or have reached a satisfactory level of completion, and new long-term goals have been established and clearly communicated in the self-assessment statement.
4. Achievement of short-term goals and of continuous progress toward longer-term objectives in the area of research, scholarly, and creative activities/professional growth are clearly demonstrated. A minimum of two publications in refereed journals (open access fine), anthologies or chapter articles or one refereed book related to their academic or professional field(s). The candidate can meet the above as a lead author of said publications. The candidate has established new and meaningful short and long-term goals, which are communicated in the self-assessment statement. In addition, the candidate must demonstrate

an advanced orientation to their professional field(s) in areas of research, scholarly, and creative activities in at least three of the following areas:

- a. Submitted application for and/or receiving fellowships, grants, or special funding for research and creative projects
 - b. Presented papers/exhibits/creative projects at conferences sponsored by professional/academic organizations
 - c. Presented scholarship and creative projects in public lectures, magazine articles, radio and television interviews, performances, and/or exhibits
 - d. Served in editorial capacities (editor, peer reviewer, or editorial board for journals)
 - e. Actively participated in faculty development programs, learning circles, and conferences
5. The service component requires an advanced knowledge of the university and its role in society, with participation through committee and other service activities, at various levels of campus life: department, college, and university. Service also includes participation in professional organizations and/or the community-at-large as outlined in 111.A - Service. In addition, the evidence should clearly indicate that the candidate would continue efforts in the area of service.

E. Criteria for Promotion to Professor

1. The request for promotion to Professor will be considered only if the candidate has served at least four years in the rank of Associate Professor. The candidate may apply at the beginning of the fifth year. Furthermore, promotion to Professor is only possible if the faculty member is tenured or is granted tenure at the time of promotion.
2. Probationary Associate Professors are also covered by provisions in CBA 14.2 quoted above for tenure and promotion.
3. Teaching performance, research, scholarly and/or creative activities/professional growth, and a record of service are the primary considerations for granting promotion to Professor (see 111.A for specific criteria related to all three areas).
4. In the area of teaching, the candidate has assumed a leadership role in the maintenance and continued development of at least three courses offered by the department. They must also show evidence of the following:
 - a. Sustained excellence in teaching as recognized by peers and professional colleagues, including the integration of a variety of principles, practices, and scholarship of sound interdisciplinary teaching and learning
 - b. Innovative and creative integration of new knowledge and teaching approaches, e.g. service learning and/or educational technology
 - c. Leadership in exploring and developing new principles and practices of integrative, interdisciplinary, multicultural, and global education
 - d. The development and creative use of assessment to improve student outcomes in the integration and critical analysis of knowledge
 - e. Availability to students as academic advisor and/or mentor
5. A candidate for Professor is expected to exhibit consistent effectiveness in and mastery of their teaching and must have corrected any areas of improvement, which may have been mentioned in any previous evaluations. Goals in the area of teaching have been met, and new goals are continuously being established and clearly communicated in the self-assessment statement.
6. Research, scholarly, and creative activities/professional growth require clear evidence of achievement of previous goals and the establishment of long-term objectives. A minimum of two publications in refereed journals (open access fine), anthologies, book chapters or one refereed book related to their academic or professional field(s). The candidate can also meet the above as a lead author of said publications. In addition, the candidate must demonstrate expertise and a clear commitment to the development of their professional field in at least **four** of the areas listed below:
 - a. Presentation of research/creative projects, exhibits at conferences sponsored by professional/academic organizations

- b. Presentation of integrative scholarship/creative projects in public lectures, magazine articles, radio and television interviews, performances, or exhibits
 - c. Submit application for and/or receiving fellowships, grants, or special funding for research and creative projects
 - d. Participation in panels, conferences, or symposia in the area of candidate's academic expertise at local, national and/or international levels
 - e. Editorial activity (e.g. editor, peer reviewer, or board member for a journal)
 - f. Expert witness or advocacy work on behalf of disciplinary field or social justice issue
 - g. Other significant and creative contributions to the area of the candidate's specialty
7. Evaluation of the service component requires evidence of leadership and significant committee activity at various levels of campus life (the department, college, and university) and in the community-at-large, including professional organizations. In addition, the evidence presented by the candidate should clearly indicate that the candidate would continue efforts in the area of service.

F. Criteria for Early Tenure

1. A request for early tenure is never obligatory. A recipient of early tenure must have completed two years of fulltime service at Cal Poly Pomona before the effective date of early tenure. A faculty member's application for early tenure can occur no earlier than the second year on campus. The candidate may use either the departmental RTP criteria in effect during the candidate's first academic year of probationary service on this campus or the departmental RTP criteria in effect in the year the candidate requests action.
2. Early tenure may be recommended prior to the end of the normally required six-year probationary period in very exceptional cases. In addition to meeting the criteria established for regular tenure, the candidate shall satisfy the following additional requirements as delineated below:
 - a. Exceptional teaching performance as demonstrated by consistent outstanding student ratings and/or recognition by the university, college, or department for exceptional or outstanding teaching and student advising
 - b. Exceptional interest and effectiveness in working with student organizations on campus, as evidenced by national or university recognition of the student chapter, or the level and quality of student participation in the organization's activities
 - c. Exceptional accomplishments in research, scholarly, and creative activities, as evidenced by increased publications and recognition of research, scholarly, and creative activities by peers or professional organizations
 - d. Exceptional service to the university, college, or department, as evidenced by being chair of active campus committees, developing an innovative program, taking a lead

role in professional organizations, boards, and committees, or special recognition for outstanding service by either the department, college, or university

3. The earlier the request for tenure, the more stringent criteria will be applied. Requests for early tenure will not be considered unless the candidate has completed two years of full-time service in an academic rank position within the Department.

G. Criteria for Early Promotion to Associate Professor

1. A request for early promotion to Associate Professor is never obligatory. A recipient of early promotion must have completed two years of full-time service at Cal Poly Pomona in the rank as an Assistant Professor before the effective date of early promotion. Thus, a faculty member's application for early promotion to Associate Professor can occur no earlier than the second year on campus.
2. In addition to meeting the criteria established for regular promotion to Associate Professor, the candidate shall satisfy all the following additional requirements as delineated below:

Exceptional teaching performance as demonstrated by consistent outstanding student ratings and/or recognition by the university, college, or department for exceptional or outstanding teaching and student advising

- a. Exceptional interest and effectiveness in working with student organizations on campus, as evidenced by national or university recognition of the student chapter or the level and quality of student participation in the organization's activities
 - b. Exceptional accomplishments in research, scholarly and creative activities, as evidenced by increased publications and recognition of research, scholarly, and creative activities by peers or professional organizations. This includes outstanding peer and student evaluations, along with publishing above the minimum requirements during the time of action.
 - c. Exceptional service to the university, college, or department by being chair of active campus committees, developing innovative programs, taking a lead role in professional organizations, boards, and committees, or special recognition for outstanding service by either the department, college or university
3. The earlier the request for early promotion to Associate Professor, the more stringently criteria will be applied. Requests for early promotion to Associate Professor will not be considered unless the candidate has completed two years of full-time service as Assistant Professor within the Department.

H. Criteria for Early Promotion to Professor

1. A request for early promotion to Professor is never obligatory. A recipient of early promotion must have completed two years of fulltime service at Cal Poly Pomona before the effective date of early promotion. Thus, a faculty member's application for early promotion to Professor can occur no earlier than the second year on campus. Furthermore, early promotion to Professor is only possible if the faculty member is tenured or is granted tenure at the time of promotion.
2. Criteria for early actions shall place emphasis on teaching and shall require exceptional performance or extraordinary qualifications with regard to scholarly and creative activities, and service to the university and profession. (#1328, 2.6)
- 3.
4. In addition to meeting the criteria established for regular promotion to Professor, the candidate shall satisfy all the following additional requirements as delineated below:

Exceptional teaching performance as demonstrated by consistent outstanding student ratings and/or recognition by the university, college, or department for exceptional or outstanding teaching and student advising

 - b. Exceptional interest and effectiveness in assisting professional and other student organizations on campus, as evidenced by consistent national or university recognition of the student chapter or consistently outstanding student participation in the organization's activities
 - c. Exceptional accomplishments in research, scholarly, and creative activities, as evidenced by increased publications and by consistent recognition of research, scholarly, and creative activities by peers or professional organizations
 - d. Exceptional service to the university, college and department as evidenced in being Chair of at least two active university committees, developing and implementing an innovative program, taking a lead role in professional organizations, boards, and committees, or special recognition for outstanding service by the department, college or university
5. The earlier the request for early promotion to Professor, the more stringently criteria will be applied. Requests for early promotion to Professor will not be considered unless the candidate has completed two years of full-time service as Associate Professor within the Department.

Appendix A – Peer Evaluation of Teaching

A minimum of one peer evaluation per semester shall be conducted in at least two different semesters in each academic year. Peer evaluations should represent the breadth of courses taught.

Classroom visits should be followed by a written report within no more than two weeks. (See Appendix B for Peer Evaluation Form). The report must be submitted to the faculty member and to the DRTP Committee Chair. Evaluation will be placed in the instructor's PAF.

The DRTP chair is responsible for ensuring that the minimum number of peer evaluations is conducted.

An instructor may request additional peer evaluations.

(See Policy No. 1329)

Appendix B – Peer Evaluation Form – Parts 1 & 2

The professor evaluated _____	Evaluator _____ Date _____			Course ____ _____
In-class Performance <i>(Evaluator should respond to as many of the items below as she/he feels are necessary.)</i>	Observations strongly support statement	Observations lend some support to statement	Observations do not support statement	No opportunity to judge
The professor is organized in presenting course materials (e.g. Organization of lectures, activities, etc.)				
The professor makes evident the goals of that particular class, and how they fit into the overall goals of the course.				
The professor utilizes class time well.				
The professor is knowledgeable about the course's subject matter.				
The professor is able to explain difficult information and concepts.				
The professor conveys enthusiasm for teaching and for the subject matter.				
The professor communicates ideas well.				
The professor is able to relate subject matter to current events, or to students' needs and interests.				
The professor intellectually challenges students.				
The professor encourages independent, critical and creative thinking on the part of students.				

The professor facilitates class discussion well, and tries to involve all students.				
The professor allows for the expression of diverse points of view.				
The professor is responsive to student questions and comments and treats students respectfully.				
The professor turns students' questions and comments into an opportunity for learning.				
The professor is sensitive to the needs of the class whether for slower pace to facilitate note taking, more time on a given topic, or for a break from the material.				
The professor appears to have earned students' trust and respect, and has developed a good rapport with the class.				
The professor uses the board, handouts, or other visual aids to present outlines, concepts, or to spell unfamiliar terms.				
The professor, where appropriate, utilizes well new educational technologies or methods, such as computers, audio-visual materials, collaborative learning, etc.				
The professor provides opportunities for students' active participation and learning through small group work, problem-based learning or case studies, student presentations, etc.				

Syllabi, Assignments, Grading	Observations strongly support statement	Observations lend some support to statement	Observations do not support statement	No opportunity to judge
The professor's syllabus contains all essential course information.				
The professor's syllabus states the course requirements clearly and unambiguously.				
The professor's syllabus is sufficiently thorough, helpful and well designed.				
The professor's reading materials are well chosen and reflect a good selection from what is currently available.				
The professor's exams/graded assignments reflect good ways to evaluate student learning.				
The professor's assignments require a significant amount of essay writing.				
The professor's grading policies seem fair and reasonable.				
Student Behavior and/or Attitudes				
Students volunteer questions and comments often.				
Students remain attentive and engaged most of the session.				

<p>Students are taking notes both on what the professor says and on what other students say.</p>				
<p>Students seem able to comprehend and grapple with questions and material.</p>				
<p>Student presentations show a good grasp of fundamental concepts and theories, and information shared was well researched, solid, and relevant.</p>				

Please elaborate on some of the standards marked "observations strongly support statement" and "observations led some support to statement." Standards checked "observations do not support statement" must be explained and recommendations made for improvement.

Signature of Evaluator

Date

I have read this evaluation. My comments are (optional):

Signature of Professor Evaluated

Date

Appendix C–Peer Evaluation of On-Line courses

1. Reviewer must have access to the course website (Canvas, or other) as “observer.”
2. Review a tape/script or live lecture.
3. Review a student interaction or activity.
4. Review syllabus, assignments, readings, exams and tests.
5. Use Peer Evaluation Form as appropriate (Appendix B, Parts 1 & 2).

Appendix D-Student Evaluation of Teaching

Departmental policy regarding number of student evaluations required per year.

Student evaluations are administered for each assigned course per semester for probationary and tenured faculty.

STUDENT-PROCTORED INSTRUCTIONAL ASSESSMENT

INSTRUCTIONAL ASSESSMENT/EVALUATION – ON-CAMPUS

(Semester and Year)

Instructor: Give the evaluation forms and this instruction sheet to the student who will be monitoring the assessment period. (Should campus transition to purely online process, then faculty members will go with this process.)

FACULTY IS ASKED TO LEAVE THE ROOM DURING THE EVALUATION.

To the student monitor: Explain to the students to “**MARK AN X**” with a ballpoint pen or thin felt tip on all answers that are applicable.

Please read the following instructions to the class:

This is an instructor evaluation. Although this form is voluntary, your serious response to the questions on the form will provide feedback related to the quality of instruction. Do not write comments on the back. The evaluations are confidential, therefore, it is unprofessional to attempt to influence other students' evaluations and there is to be no discussion during the evaluation time. The instructor will not be given the evaluations until after grades are turned in.

After the completed forms are turned back to you, put them into the envelope provided. **Return the envelope to the EWS Department in Building 94, Room 363. If the office is closed, please drop off the envelope in the drop box.**

Note: It is important that envelopes be turned in immediately. It is violation of University policy for students to take the envelopes home, read the content of the envelope, or otherwise tamper with the evaluations. Violations will be reported to the Cal Poly Office of Judicial Affairs for appropriate action.

This assessment is to be distributed, picked up, and delivered by the student monitor. For virtual courses, faculty members will abide by campus protocols. These evaluations will be uploaded by faculty members to Interfolio for review considerations by concerned parties.

Appendix E – Periodic Evaluation of Tenured Faculty Unit Employees

For the purpose of maintaining and improving a tenured faculty unit employee's effectiveness, tenured faculty unit employees shall be subject to periodic performance evaluations. Post-tenure reviews are not RTP actions, however the EWS RTP committee constitutes the review committee to conduct such reviews.

Associate professors will be evaluated at three-year intervals and full professors at five-year intervals. Such periodic evaluations shall be conducted by a peer review committee of the department or equivalent unit, and the appropriate administrator. For those with teaching responsibilities, consideration shall include student evaluations of teaching performance (CBA 15.29).

Department chairs may make separate recommendations. Such recommendations shall be forwarded to subsequent levels of review. If the chair makes a separate recommendation, they shall not participate as a member of the peer committee (CBA 15.34).

A tenured faculty unit employee shall be provided a copy of the peer committee report of their periodic evaluation. The peer review committee chair and the appropriate administrator shall meet with the tenured faculty unit employee to discuss their strengths and weaknesses along with suggestions, if any, for their improvement (CBA 15.30).

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

A copy of the peer committee's and appropriate administrator's summary reports shall be placed in the tenured faculty unit employee's Personnel Action File (CBA 15.31).

Appendix F – Periodic Evaluations of Temporary Faculty Members

Periodic evaluations are not RTP actions, however the EWS RTPC constitutes the review committee to deal with the periodic evaluations. This committee has the responsibility for conducting periodic evaluations of temporary faculty members in the lecturer pool. (See Policy No. 1336).

The committee reviews part-time temporary faculty members at least once a year. It reviews full-time temporary faculty members annually and more fully than part-time temporary faculty members.

The DRTP committee is responsible for ensuring the minimum number of peer evaluations (at least one per year) and student evaluations (for each assigned course per semester) are conducted for each lecturer.

Appendix G – References

Policy No. 1329, Student Evaluation of Teaching
Policy No. 1328, Reappointment, Tenure, and Promotion Policy and Procedures
Policy No.1335, Periodic Evaluation of Tenured Faculty
Policy No. 1336, Periodic Evaluation of Temporary Faculty
CFA Contract, Articles 12, *Appointment*, 13, *Probation and Tenure*, 15, *Evaluation*