Welcome to Cal Poly Pomona! This presentation describes university policies and procedures regarding the Reappointment, Tenure, & Promotion process. This is NOT a policy statement, merely a helpful introduction. Please make sure to read all relevant university, college, department, and collective bargaining policies in detail.

What is Reappointment, Tenure, and Promotion?
Reappointment, tenure, & promotion, or RTP, is the process by which tenure track faculty are evaluated annually by their faculty peers and by various levels of university administration. Depending upon where you are in the process, you might be reappointed for another year, earn reappointment with tenure, and/or be promoted in faculty rank.

Many universities do RTP every other year. We do RTP every year at Cal Poly Pomona to provide the maximum support and feedback. Cal Poly Pomona’s RTP process is designed and intended to be supportive and fair. It includes developmental as well as evaluative components. In other words, if the process is working the way it’s supposed to, there should not be any surprises. By far, most faculty at Cal Poly Pomona navigate RTP successfully.

Who decides how RTP works?
The RTP process is governed by the Collective Bargaining Agreement between the California Faculty Association and the California State University. Any policies that Cal Poly Pomona creates around RTP, from university policies on down to department criteria, must be in accordance with the CBA. If and when discrepancies arise, the CBA is followed first, then university policies, then department policies.

The university policies that govern RTP are: First, Appendix 16 (also known as Policy 1328) sets out policy and procedures including calendars. Second, Appendix 10 (also known as Policy 1329) governs student evaluations of teaching. Third, Section 305 of the University Manual describes faculty evaluation overall. These policies are available at http://www.cpp.edu/~faculty-affairs/evaluation/index.shtml.

In addition, every department has specific RTP criteria, which are regularly updated. These discipline-specific criteria spell out what you need to accomplish and achieve. We’ll talk more

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about the department criteria later. For now, keep in mind that your written and approved department RTP criteria are the ONLY criteria that you can be evaluated on, and those criteria and your department’s procedures must conform to university policy and the CBA.

What do I submit, to whom, and by when?
RTP has a yearly calendar, or “cycle.” The calendar differs depending upon what year you are at in the process – the farther you are along, the longer it takes. We’ll focus on the calendar for the first two years as a probationary faculty member. This calendar goes from September to February. This presentation gives a general overview and does not include specific dates.

To see the most current RTP calendar with specific dates, see http://www.cpp.edu/~faculty-affairs/evaluation/index.shtml and look for the Appendix 16 (Policy 1328) Calendars.

Look at the detailed calendar carefully – it’s imperative to get your materials in on time and to respond on time! DON’T ask for extensions unless there is a severe emergency or very serious extenuating circumstances. Being swamped with work is not a reason to ask for an extension.

What’s the DRTPC, the CRTPC, and the URTPC?
Before we dive into activities, there are a couple of acronyms to define: DRTPC is the department RTP committee. CRTPC is the college RTP committee. The URTPC is the university RTP committee.

You can find out who is on your department RTP committee by asking your department chair. To see the members of your CRTPC and the URTPC, go to the Academic Senate website at https://www.cpp.edu/~senate/committees/index.shtml and look at the “University-wide Committees by Election” drop down menu.

Back to the calendar
• **September:** The RTP cycle begins on the day that faculty officially come back to work. This is a couple of days before classes start. Your RTP packet will reflect everything you did since the previous September.
• **Late September:** You notify your DRTPC chair, IN WRITING, of your intent to request an “action.” There’s a form to do this with, which also serves as the cover page of your RTP packet. An “action” is something like reappointment to the second or third year (or later on, consideration for tenure and/or promotion).
• **Early October:** You submit your full packet to the DRTPC. This will be a hard copy, like a three-ring binder. We’ll talk later about how to create the packet.
• **During October,** the DRTPC evaluates your packet and recommends a yes or no on your requested action. They have to give reasons.
• Within **10 calendar days** after receiving the DRTPC’s evaluation, you respond to their recommendation in writing.

• **In early November**, the DRTPC forwards your packet to your dean.

• **By late November**, the dean evaluates your packet and recommends a yes or no, taking into account the DRTPC recommendation. Again, reasons are needed.

• **In early December**, you respond to the dean’s recommendation.

• **In December**, the dean forwards the packet to the URTPC.

• **In December and January**, the URTPC evaluates the packet and recommends yes or no, taking into account the previous recommendations – again with reasons.

• **In January**, you respond to the URTPC.

• **In February**, the Provost, acting as the President’s designee, reviews the packet and the previous recommendations, and makes a final decision. It’s very unusual for the provost to make a decision that is not in alignment with the previous recommendations, since at Cal Poly Pomona, our policy states that faculty judgment is central to matters of educational policy.

• **Mid-February**, the decision is communicated to you in writing.

Here’s the whole calendar:
How do responses and appeals work?
Notice that you have a chance to respond to evaluations at every level. The RTP packet itself includes pages to house the responses.

Although it’s not absolutely required, you SHOULD respond at each step. This can be an agreement or a disagreement, an explanation of extenuating circumstances, or a plan to proceed or improve. Be measured and objective in disagreeing. When offering a plan, be reasonable and don’t over-promise.

In addition to responses, you can appeal the recommendation made by your department or the CRTPC and dean. This is a serious decision, so consult carefully with trusted colleagues.

The California Faculty Association is also a good place to get consultation on these issues. Don’t wait until close to a deadline to ask for help! Reach out as soon as you can.

To appeal, you can write a separate appeal or include appeal language in your response described above.

What happens to my packet?
Your packet, all evaluations, and all responses, go in your “Personnel Action File,” or “PAF.” The PAF is kept in your dean’s office and you can see it any time upon request. The Office of Academic Planning, Policy, and Faculty Affairs keeps a copy. And, YOU should keep a copy too.

What is “pre-RTP”?  
“Pre-RTP” is a “dry run,” or a practice packet soon after beginning at Cal Poly Pomona. It happens only in your first year and follows a different calendar than the one we’ve just gone over. The pre-RTP packet is due in early February, following your start the previous September.

Pre-RTP packets reflect your work since joining in the Fall until the time the packet is due in February. In addition to all other materials, your pre-RTP packet needs to contain a plan for progress. You might not have very much material to submit for pre-RTP – after all, you’ve only been at Cal Poly Pomona for a few months! Pre-RTP gives you the chance to practice the process in a low-stakes situation and to get some very early feedback.

The packet goes to your DRTPC, which evaluates the material and writes a review. The department chair may be part of that committee or may write a separate review. Your college dean evaluates the packet and writes a review – and then the pre-RTP process stops. You may respond to any of these reviews in writing, just like for a “real” RTP. These materials become part of your personnel action file.
You WILL submit a “real” RTP packet later in the same year that you submit your pre-RTP packet. And, your “real” packet should include the work that was in your pre-RTP packet.

You can find details about pre-RTP at http://www.cpp.edu/~faculty-affairs/documents/section305.pdf, see Part 305.14.

**Where do I get the RTP criteria?**

Your department chair is responsible to ensure that you have a copy of the relevant RTP criteria within 30 days of your start date. Of course, if you don’t have it, go ahead and ask! RTP criteria are regularly updated by the department and reviewed by Faculty Affairs.

RTP criteria are supposed to be clear. They’re also supposed to give you academic freedom and freedom to pursue the most productive work. This balance can lead to feeling that the criteria are not clear ENOUGH. In that case, ASK! Talk regularly to your department chair and your mentor network. Don’t struggle along without input and just hope.

Although we’re not covering the “going up for tenure” process, here’s a brief note: When you go up for tenure, you can choose one of two criteria to use: You can use the one you came in with. For example if you join in Fall 2016 and go up for tenure in 2021, you can use the one that was in effect in 2016. OR, you can use the one that is in use the year you are writing. In this example, you could use the 2021 criteria. You might choose new criteria if an update makes the criteria clearer for you, or easier for you to meet.

**What’s the “anatomy” of an RTP packet?**


The RTP packet has the following basic parts:

- **Front matter:** Contact information, a tracking sheet, some “demographic” info
- **Candidate’s report of activities:** A summary of what you have done in teaching, research, and service
- **Candidate’s self-evaluation:** A narrative that explains how what you have done meets your department’s RTP criteria in the three areas of teaching, research & scholarly work, and service. This is an EXTREMELY important part of the packet and the rest of this presentation will focus mostly on the narrative.
  - Note that a pre-RTP packet will also include a plan for progress.
- **Recommendation and evaluation pages:** Pages for the various committees and evaluators to put their decisions and rationale
• **Candidate acknowledgement pages:** A place for you to say that you have seen what people have to say about you, and whether or not you want to respond or appeal.

• **Checklists:** Lists to ensure that evaluations are properly completed at every stage.

• **Appendix:** A separate set of materials that supports what you say in your self-evaluation narrative. For example, if you list in your narrative that you got an award, you might include the award notification in your appendix.

We have a quirk at Cal Poly Pomona that RTP packets are printed on different colored paper every year. This helps keep packets straight from year to year. Your department admin person will have paper for you – DON’T go buy a ream of goldenrod or blue or green paper!

**How do I write a good narrative?  Part I: Documentation**

Keep lots of documentation and be organized about it. Create both electronic and physical filing systems where you can easily maintain your documents. Keep your material rigorously up to date! You don’t want to paw through your office a week before the packet is due, trying to find things. Keep your calendar up to date – it helps track your accomplishments.

According to the CFA, it’s a good idea to maintain the following at all times:

• Your original letter of appointment
• Letter(s) of reappointment
• Up-to-date cv
• The relevant department RTP Criteria
• All letters of commendation, particularly letters referencing excellent teaching
• Lists of courses taught in the department by term; include the course number, title, and the number of WTUs for each course.
• For each class taught, by term:
  • course syllabus
  • all assignments
  • all tests, quizzes, and final exams include some samples of your grading of these items
  • student evaluations
  • peer evaluations (if performed for a given class) and your responses
• Complete RTP packages for each year, including a copy of the President’s letter

**How do I write a good narrative?  Part II: Content and Style**

The most important thing is to START WRITING EARLY! An RTP packet is a substantial piece of description, data analysis, explanation, and reflection.

There are two aspects of a good packet: content and style.
The actual content of your RTP packet depends upon what you have accomplished. THAT topic is way beyond the scope of this resource. Have substantial, ongoing talks with your department chair and your mentoring network about what kinds of achievements are necessary.

To have good content based on your achievements, make clear WHY your achievements are significant. You need to help readers understand, especially because many people outside your discipline will read your packet. For example, if you publish a paper in a great journal, include a short statement about the status of the journal. If you get excellent student evaluations and a high student success rate in a course that has a reputation for being a bottleneck, explain that.

The most important aspect of good style is to make your packet easy for your readers to follow. Organize your self-evaluation narrative to show how the department RTP criteria are met in every section. It’s helpful to refer to the criteria by number as you go along. Write clearly and succinctly. Say what you need to say but do not be wordy. It’s fine to use the language of your discipline, but remember that people outside your discipline will also be reading.

Finally, proofread and allow time for copy-editing.

**What should I say about my teaching?**
This is a big topic, and this presentation is an introduction, so please make sure to talk to your department chair, mentors, and other colleagues about teaching evaluation.

Evaluation of teaching is governed by Appendix 10 (Policy 1329), which you can find at http://www.cpp.edu/~faculty-affairs/documents/appendix10.pdf. Appendix 10 gives details about how student and peer evaluations of teaching should be done.

Note that MOST departments at Cal Poly Pomona follow a convention that student evaluation scores are on a 5-point scale with 1 being excellent and 5 being poor. This is opposite to the convention followed by many universities. It may take some mental gymnastics to interpret your scores and remember that low = good for student evals.

In the self-evaluation portion of your packet, include at least a summary of your student and peer evaluations (you’ll put the full documents in the Appendix). Your department may require more details; be sure to look closely at your RTP criteria.

In your narrative, clearly and specifically address how your evaluations meet your department RTP criteria for teaching. For example, many departments have a criteria that “no student evaluation item average should be above [a particular threshold].” If your teaching meets that criteria, point it out. If you have issues, own up but don’t flagellate yourself or your students. A simple, direct statement of “Here’s what I think went wrong and here’s what I’m going to do about this problem” is better than long-drawn-out explanations.
Discuss your teaching philosophy. If your department doesn’t require a teaching philosophy statement, it’s a good idea to include a brief statement anyway (less than a page or so).

Based on your student and peer evaluations, include a discussion of strengths, weaknesses, and improvements or enhancements that you plan. If your student and peer evaluations are stellar, congratulations! Don’t rest on the laurels, though; include ideas for more sophisticated classroom practices or scholarship of teaching plans.

Here’s a quick but important note about what CAN’T go in your RTP packet: You CAN’T include student letters or comments unless the material is signed, dated, and has the student’s Bronco ID number attached. Also, you CANNOT – this is serious – “solicit” student input. Don’t ask your students to write letters for you.

It IS okay to say things like, “Informal student feedback indicated that students appreciated thus-and-such.” It’s powerful to include instances of classroom data such as a comparison of quiz scores before and after you tried something, to go along with student opinions.

**What should I say about my research and scholarly or creative activities?**

It’s very important to describe your research clearly for people who are not experts in your field. In your self-evaluation narrative, briefly discuss your overall research agenda and why it is significant in the field. List and describe your completed work, then your work in progress. For each item, explain briefly why it is significant, again for the benefit of people who are not intimately familiar with your field.

For example, if you received a grant from a highly competitive program, mention that typically only [X%] of grants in this program are funded. If you have been asked to revise and resubmit a paper in an important journal, briefly explain the significance of the journal. Don’t go on and on; brief but clear descriptions will be fine.

Also, mention the impact of your scholarship and professional activities on your teaching. Cal Poly Pomona has a core value of “teacher-scholarship” in which faculty members’ scholarly work should enhance the student experience. If you have included students in your scholarly work, make sure to describe the activities and their significance.

**What should I say about service?**

Include a list of your service activities. It’s best to organize Cal Poly Pomona activities by level – department, college, university. Have a separate list of service to your profession and to the community.

In addition to listing your service and briefly describing the purpose of the service, describe the nature of your contribution. For example, for committee service, you might give the name of
the committee, a brief sentence of what the committee does, and then a couple of sentences of your contributions such as “I attended all meetings and generated detailed minutes which I posted to the committee’s Blackboard organization.” It’s fine to have committees and activities where you’re not the main mover-and-shaker, but don’t be a silent observer, either. Over time, you’ll be expected to take more leadership and to move from serving at the department level to serving at the college and university level.

Also, include documentation in your RTP packet appendix. Most Cal Poly Pomona committees will give you a letter thanking you for your service; include that. Ask someone on your professional board to send you an email documenting your service.

**Any last tips or information?**
Sometimes you might not be sure where to put an activity – for example, say you teach a service learning class with a particular community group and you wrote a journal article about it. Is this teaching, service, or scholarship? If the answer still isn’t clear after talking to your department chair or mentor, a strategic move is to put the activity in the area that most needs strengthening. Just be careful not to count the same activity in multiple places.

Again, the actual content of your RTP packet depends upon what you have accomplished. Plan substantial, ongoing talks with your department chair and your mentoring network about this.

When you’re ready to submit, you will need to NUMBER and SIGN EVERY SINGLE PAGE of your packet. Yes, this is tedious! But, it indicates that YOU have placed the materials in your packet and no one has taken away anything or included anything that you didn’t know about.

As already mentioned, start writing early! Seek feedback from a couple of people. Ask your department chair if the department has examples of excellent packets.

The CFA will give feedback on packets by appointment. In some years, the Faculty Center for Professional Development has faculty associates who can give feedback as well. Take advantage of these opportunities! Again, don’t wait until close to deadlines to ask for help either with the packet or with any step of the process. Ask for help early.

Best wishes as you begin the RTP journey at Cal Poly Pomona.