RTP Committee. Initially the RTP Committee will consist of three or more members elected by secret ballot by the probationary Liberal Studies faculty members from among the full-time tenured faculty who are current and former members of the Liberal Studies Council and current and former Liberal Studies advisors as stipulated by the Academic Senate Policy S07-241. Eventually the RTP committee will consist of three or more tenured faculty members elected by the eligible faculty members with appointments in Liberal Studies.

Program Director/Department Chair. Eventually one of the tenured faculty members appointed in Liberal Studies will serve as Liberal Studies Program Director. Until then, personnel responsibilities normally exercised by a program director/department chair will be exercised by the Associate Dean of Undergraduate Studies.

Documentation. Candidates for retention, tenure, and promotion will prepare a curriculum vitae and submit supplementary materials and an index to the supplementary materials (publications, reviews of work, course materials, etc.) for the use of the RTP Committee, as stipulated by University policy. Useful information on the nature of the materials necessary for each of the three areas of evaluation (teaching effectiveness, professional growth, and service) can be found in the Academic Senate Retention, Tenure, and Promotion Policy.

Teaching Effectiveness. Candidates must meet the standards for teaching effectiveness that are stipulated by University policy. Evaluating teaching effectiveness every year during a candidate’s probationary period and periodically thereafter has both formative and summative objectives. The Program Director/Department Chair or Dean has responsibility for arranging assistance with improving teaching effectiveness through peer mentoring or other appropriate means.

For the next several years the faculty will be focused on the development of new courses and revision of existing courses. The development and revision of courses include Liberal Studies gateway courses, capstone courses, core courses and other courses. Because of its importance to the Liberal Studies Program, curriculum development will have a significant role in Retention, Tenure, and Promotion.

The evaluation of teaching effectiveness will be based on the RTP committee’s evaluation of all of the following factors and materials:

• Range and Breadth of Courses. Candidates are expected to develop and teach a variety of courses, normally nine WTUs each semester, including the gateway and capstone courses in the Liberal Studies Program. In addition to classes offered by the
Liberal Studies Program, courses may include relevant ones offered through other University departments or programs, especially those meeting requirements in the Liberal Studies major.

- **Course Materials.** For courses taught and developed, candidates are expected to provide materials that demonstrate organization, the level that it is taught, and the expectations for student learning. These materials may include but are not limited to the following: syllabi and schedules; bibliographies, lecture notes, and other preparation materials; reading lists; handouts and presentations; descriptions of class activities; assignment descriptions; websites; and examinations.

- **Peer-Faculty Evaluations of Teaching Effectiveness.** Candidates are expected to have peer-faculty evaluations of their teaching. Peer faculty include any member of the teaching faculty at the University or (on rare occasions) any member of the teaching faculty at any other university or college. In most cases the peer faculty will be chosen from among the faculty appointed into Liberal Studies or from past or current members of the Liberal Studies Council. The Director/Chair (or Dean, before there is a Director) is responsible for assigning a peer reviewer to observe at least one class session for each member of the unit each academic year. Over time, the Director/Chair (or Dean) should assign such evaluations to a variety of peer colleagues, so that there are evaluations of any individual faculty member by several different peers. As specified in the Liberal Studies Peer Teaching Observation Guidelines, the faculty member being evaluated is responsible for scheduling the visit and preparing for that visit. Following the class visit, the peer reviewer meets with the faculty member about the strengths of the class session and any concerns s/he may have had about it. The peer reviewer then writes a letter for the candidate’s file addressing the overall quality of the class session, including the level of the session, the effectiveness of the teaching, the opportunities for learning, and any observations for improving overall effectiveness. The goal of the evaluation is both formative and summative. The faculty member who has been evaluated has all normal rights of rebuttal, should that be appropriate.

- **Student Evaluations of Teaching.** The Liberal Studies Council and Liberal Studies faculty will create a Teaching Effectiveness Evaluation Form (TEEF) based on the University template. Additional questions may be added as Liberal Studies Council members and Liberal Studies faculty members consider appropriate.

Candidates are expected to submit Teaching Effectiveness Evaluation Forms as outlined in the Academic Senate Retention, Tenure, and Promotion Policy. In general, TEEFs are most valid when they represent the response of at least 75% of the students in a class. TEEF qualitative comments provide a context for quantitative scores and may provide additional pertinent information about teaching.

The TEEF process serves both summative and formative purposes. Eventually, based on experience, the faculty and Dean should agree on which scores indicate excellent teaching, which scores indicate acceptable teaching, and which scores indicate the need for improvement.
The Program Director/Chair or Dean provides each faculty member a summary assessment of TEEF results received each semester, and provides the same summary to the RTP committee.

• **Correspondence from Students.** Although not required, student correspondence about teaching (including complete and unedited emails sent from a valid student account to the candidate, Program Director, RTP Chair, or Dean) is considered. However, because student correspondence does not represent an objective sample of students, such correspondence is granted less weight than TEEF ratings and comments. All such correspondence must be signed or otherwise identified as to source. Candidates should not solicit correspondence from students currently enrolled in their courses.

• **Advising.** Effectiveness in advising may be demonstrated by evidence such as descriptions of the nature and extent of advising activities, student letters and emails, and descriptions of thesis and special project advising.

• **Motivating Students.** Effectiveness in guiding and motivating students may be demonstrated by evidence such as student ratings, comments, and letters; examples of feedback given to students; and examples of willingness to confer with students.

**Professional Achievement and Growth.** Liberal Studies faculty members should exhibit a pattern of professional achievement and scholarly growth that is appropriate for their own field or for the Liberal Studies Program. Given the interdisciplinary nature of Liberal Studies, candidates will normally be expected to show some professional achievement that involves interdisciplinarity. Similarly, given the role of Liberal Studies in preparing teachers, candidates may present evidence for professional growth that focuses on teacher preparation or the scholarship of teaching and learning (SOTL).

There is no numerical quota for contributions. Usually, to warrant tenure and promotion assistant professors are expected to do the following: present at academic meetings and publish a book-length manuscript, or shorter works that have undergone standard editorial review. To warrant promotion to professor, associate professors will publish additional significant work and analysis that moves beyond the dissertation research. In most cases, publications and presentations will be evaluated through standard scholarly processes of editorial or peer review. Where appropriate, faculty members may instead provide evidence of professional achievement in the creative arts. At the time of appointment, the faculty member, RTP committee, and Dean will agree on the appropriate nature of evidence for professional achievement and growth.

Given that the Liberal Studies faculty will be focused to a major extent on new course development and program revisions, curriculum development will have a significant role in retention, tenure, and promotion evaluations.
Varieties of activities and materials presented as evidence of Professional Achievement and Growth may include:

**• Authored, Co-Authored, Edited, and Co-Edited Publications of**
  - scholarly books
  - articles published in refereed journals
  - contributions to scholarly books, anthologies, journals, or bibliographies
  - textbooks or other published teaching materials
  - articles in proceedings
  - book or technology reviews
  - catalogue essays

**• Presentations at Professional Meetings**
  - Authored and co-authored papers
  - Authored and co-authored posters
  - Participation in round-table discussions
  - Chairing and co-chairing panel sessions

**• Other Recognitions of Professional Achievement**
  - Honors and appointments
  - Awards and grants
  - Project leader, director, or instructor in summer institutes and other similar activities designed for the professional development of teachers
  - Electronic contributions to scholarly and educational enterprises
  - Juried exhibitions and/or performances of creative work

**• Curricular Innovations.** As specified in University policy, curricular and/or programmatic innovations in Liberal Studies, across disciplines, or for the benefit of General Education may qualify as professional achievement and growth. Such activities may include:
  - Curricular revision within the major
  - Development of new courses
  - Development of new pedagogical approaches
  - Development of new areas of instructional expertise
  - Development of online coursework

**Contributions to Campus and Community**

**Campus**

**Advising.** Candidates are expected to be available for advising in the Liberal Studies Program and willing to confer with students constructively about their progress through the major, choice of courses, and career options. All RTP evaluations will include a section dealing with advising.

**University Service.** Candidates for tenure and/or promotion to Associate Professor are expected to make demonstrable contributions to the Liberal Studies Program by
serving on program committees and participating in course and curriculum development. Contributions will be especially valued if they are interdisciplinary in nature.

For probationary candidates, contributions at the University level or at the California State University system level would be recognized but are not required. Candidates for promotion to Professor are expected also to have made demonstrable contributions at the University level and/or at the CSU system level.

**Community**
Candidates may provide evidence of a commitment to community service relevant to their professional expertise, either in the community at large or in relevant professional associations.

Applications of professional expertise in the community at large may include giving lectures to the general public or community organizations; participating in peer review membership; serving on an editorial review board; supplying background information on topical news to media outlets; responding to requests for information from the general public, corporations, government agencies, or other organizations; contributing expertise to schools and university-school partnerships; volunteering, writing, editing, or production skills for the benefit of community non-profit organizations or government agencies; and playing a role in other community-based endeavors that draw on relevant expertise. (Note: If community service activities focus on and develop a high level of research and scholarly expertise, candidates may reflect such activity in their Professional Achievement and Growth.)

Community service might also include chairing or commenting at sessions of professional conferences, helping with local arrangements for professional meetings, or serving on professional committees or as elected officials in professional societies. Professional activities of an interdisciplinary nature will be recognized and valued. (Note: If community service activities involve high level of achievement or confer significant honor for professional achievement, candidates may reflect such activity in their Professional Achievement and Growth.)

*(Reviewed and revised by Marilyn Verhey, Dean of Faculty Affairs, on April 29, 2008)*