College of Agriculture, Food and Environmental Sciences
Policies and Procedures for Faculty Recruitment, Retention, Promotion, and Tenure

Ratified by unanimous vote of the CAFES Governance Committee on May 30, 2018.

Approved by Academic Personnel 3 October 2018

Updated and approved by the CAFES Governance Committee 18 September 2020 to align with the creation of the University Faculty Personnel Policies (UFPP) AY 2020-2021. This document contains only information that is unique to CAFES and is to be used in conjunction with the UFPP 2020-2021.

Revisions and updates were approved by the CAFES Governance Committee at multiple meetings during the 2021-22 academic year to address a few minor issues and to align with the University Faculty Personnel Policies (UFPP). **Approved by Dean Thulin on 9/23/2022**.

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Chapter 1 Preface

The college follows the University Faculty Personnel Policies, Chapter 1, subject to the following college specific language.

Purpose, Mission and Values

Core Purpose

Provide a dynamic learning environment leading to meaningful contributions to society.

Mission Statement

The College of Agriculture, Food & Environmental Sciences fosters teaching, scholarship and service in a Learn by Doing environment where students, faculty and staff are partners in discovery.

Core Values

Learn by Doing: Demonstrated by experiential, learner-centered and multidisciplinary education.
Excellence: Demonstrated by achievement and integrity in scholarship, innovation, leadership and service.
Knowledge: Demonstrated by the creative pursuit of theoretical and applied expertise relevant to society's needs.
Student Success: Demonstrated by students who are prepared, confident and equipped to pursue their full potential.

Adoption of Governance Document

There being no prior established procedure for college approval of a governance document, the following procedure is established and will be used for this document:

The College Governance Document Committee of tenured faculty representing and elected by the faculty of each department will be established prior to beginning a revision of the governance document. The chair of the committee will be one of the associate deans of the college. The committee members will be responsible for attending regular meetings and communicating the proceedings of the committee with all members of their departments. The committee members will actively solicit feedback from all members of their departments, which will be discussed and incorporated into the governance document as appropriate. Drafts of the document will be circulated to all faculty members on a regular basis. Feedback from the dean of the college and Academic Personnel will be solicited. When the document is complete and final comments have been solicited, the Governance Document Committee members will vote on its approval. Since the committee members are representatives of the faculty of their departments, approval of the document by the committee represents approval of the

document by the faculty of the college. Once a majority of the committee members have voted to approve the document, it will be forwarded to the college dean for approval, who will forward to Academic Personnel and the provost for final approval and adoption. Any significant changes to the content of the document proposed by the dean, Academic Personnel, or the provost will cause the document to be returned to the committee for comment and re-approval. Minor changes, or those required in order to be incompliance with the university governance document or the collective bargaining agreement, will be incorporated without further review from the Governance Committee, although the committee will be notified of these changes.

The criteria for tenure and promotion as outlined in this document will apply to tenure-track faculty evaluations starting this year (2018-2019) unless a later effective date is noted in the departments' criteria as shown in Appendix 5. In instances where there is a delayed implementation of tenure and promotion criteria, the criteria from the September 2013 CAFES Faculty Personnel Policies and Procedures handbook as shown in Appendix 6 will be used for promotion and tenure evaluations.

Chapter 2 – Faculty Appointments

The college follows the University Faculty Personnel Policies, Chapter 2, subject to the following college specific language.

Priorities

Hiring priorities are designated in a collaborative process with the dean of the college. Criteria for hiring tenure-track faculty will include the teaching needs of the department; alignment of position with the strategic goals of the department and college; and achieving 75% tenure density (measured by full-time equivalent faculty (FTEF)). The dean has authority to realign faculty hiring if necessary to achieve college goals. Priority for hiring full-time lecturers will be based primarily on teaching needs of the department.

Tenure-Track Lines

New tenure-track hires include additional tenure-track headcount, replacement of retired faculty members and replacement when a tenure-track faculty member leaves the department. Each department will review and update their strategic vision and goals and include an organizational chart with a prioritized hiring list.   This document should be reviewed and updated annually during Fall Conference, and an updated version should be sent to the CAFES dean's office by the end of October.

Faculty

Tenure-Track Faculty

Hiring of tenure-track faculty will follow the guidelines enumerated in the university "Procedure for Recruiting Tenure-Track Faculty," found here: https://content-calpoly-edu.s3.amazonaws.com/academic-personnel/1/PDF/ProcedureForRecruitingTenure-TrackFaculty_02-2020.pdf

Other university guidelines for appointment will be followed, as specified on the Cal Poly Academic Personnel webpage, https://academic-personnel.calpoly.edu/content/policiesprocedures.

 The search committee must be elected by the tenured and tenure-track faculty. It is encouraged that the committee be inclusive of all tenured and tenure-track faculty in the department conducting the search. Elected tenure-track faculty must be approved by the dean. If appropriate due to small department size or specialized expertise, additional members of the committee may be elected from other departments at the university in consultation with the dean. Probationary faculty may be elected to serve on the committee, but may not serve as committee chair or employment equity facilitator (EEF) without permission from the dean. The

committee may elect a subcommittee of at least three members to perform the initial screening of applicants, one of whom will serve as subcommittee chair and one of whom will serve as EEF. All tenured and tenure-track faculty are encouraged to complete EEF training to better understand the hiring process and to share the workload. Committee participation may expand with each step in the process (e.g., video submission, phone interview, video interview, and on-campus interview). At the on-campus interview stage, all elected tenured and tenure-track department members should participate as search committee members. All committee members should evaluate a prospective colleague during the on-campus interview for teaching ability, teaching potential and collegiality. For departments with distinct disciplines not readily evaluated by one another, every effort should be made to defer content expertise to those qualified to evaluate, up to and including the candidate's potential to conduct meaningful, funded scholarship involving students.

Input from participants who are not committee members (e.g., staff, students, industry professionals, non-tenure-track faculty, members of other departments) should be solicited and considered.

After each phase of the search process, the search committee should communicate with the department head, the Sr. Manager of Personnel, and the dean, giving the results of the work completed and asking for approval from the dean to move to the next phase of the search. The procedure for recruiting tenure-track faculty can be found at https://content-calpoly-edu.s3.amazonaws.com/academic-personnel/1/PDF/ProcedureForRecruitingTenure-TrackFaculty_02-2020.pdf. The department head and dean may ask the search committee to evaluate additional candidates not reviewed thus far.

During the decision-making phase, all members of the hiring committee will vote "recommended" or "not recommended" on all candidates. An unranked list of candidates with a majority of "recommended" votes stating the strengths and weaknesses of each is to be forwarded to the department head. The department head will indicate concurrence or disagreement and forward the committee's and their recommendations to the dean for the final decision and appointment.

At every stage of the recruitment process, candidates determined to be unacceptable for further consideration should be notified via email by the college Sr. Manager of Personnel. All other candidates may be retained in the pool for further consideration until the hiring is complete.

Joint Appointments
Recruitments for joint appointments will be conducted according to the University hiring procedure referenced above. The hiring committee must consist of members from both departments, in approximately the same ratio as the anticipated joint appointment.

Full-time Lecturers

Approval to hire full-time lecturers can occur at any time and will be based on anticipated departmental teaching needs. Departments are expected to plan a full year of scheduling and staffing once the Students Intending to Register (SIR) and course demand data are available in May, after which a hiring plan for lecturer faculty can be developed, with the intent to complete the lecturer hiring by the end of the spring quarter. Full-time lecturers should be recruited in a national search as described in the university hiring guidelines. Generally, lecturers will be appointed initially to one-year terms with the possibility for renewal. All lecturer appointments will be made with careful consideration, and lecturer work assignments will be made following the order of assignment based on the entitlements held, full-time or part-time appointments, and other factors included in Article 12.29 of the CBA.

Part-time Lecturers

Part-time lecturers should be appointed based on fluctuating or highly specialized teaching needs. Hiring of part-time lecturers should be done by department heads in consultation with the tenured and tenure-track faculty, who should evaluate applicants in the part-time pool and determine qualifications and suitability for specific courses. Department heads should confer with the college budget analyst to ensure adequate funding for part-time lecturer hiring.

Teaching Assistants

Graduate

Graduate teaching associates can be hired to help with staffing needs and to provide financial support to graduate students. Graduate student instructors should generally be appointed to lower-division laboratory or activity sections, as agreed upon by the tenured faculty members of the department offering the course. Hiring decisions should be made by the department head in collaboration with the department graduate coordinator and the student's thesis advisor.

Undergraduate

Undergraduate students can be hired as Instructional Student Assistants (ISAs) and Student Assistants (SAs). Departments should use state funds to pay ISAs or SAs. An undergraduate student may not receive both academic credit and pay for any given assistant assignment as an academic student employee. Student Assistant duties must fall under the approved categories as outlined in "State Student Classification Description" found at https://academic-personnel.calpoly.edu/content/forms. Student Assistants can be used as graders, but only for assignments that do not rely on understanding of course materials. For example, Student Assistants can alphabetize and record grades into a gradebook in the Learning Management System. All subjective questions on exams and quizzes should be graded by the faculty member of record. Examples of appropriate uses of Instructional Student Assistants include technique-intensive laboratories, tutoring, high enrollment lectures or labs, or studio classrooms.

Undergraduates may never have sole responsibility for any class, even temporarily, but should assist a faculty member who is present in the classroom.

Chapter 3 Personnel Files

The college follows the University Faculty Personnel Policies, Chapter 3, subject to the following college specific language.

Working Personnel Action File (WPAF)

The WPAF for the college contains one additional document, Case for Tenure and/or Promotion, if applicable, beyond what is required by the UFPP.

The college also uses a specific form, CAFES ZEBRA (Zone of Excellence Bolstering Retention and Advancement), for completing the Professional Development Plan. This form constitutes a summary of achievements, responses to prior evaluations, and a professional development plan. The CAFES ZEBRA is an especially important part of the WPAF. Criteria for personnel action in the College of Agriculture, Food, and Environmental Sciences are purposefully general. They are applied to each faculty member via the faculty member's individual professional plan that is developed to demonstrate career-long commitment in teaching, scholarship, service, and university citizenship. The plan outlined in the ZEBRA is evaluated as to whether it is an appropriate path towards tenure and promotion and thus serves to communicate the faculty member's own personalized set of goals to achieve tenure and/or promotion. The CAFES ZEBRA is to be updated prior to each review cycle to indicate accomplishments and any revision of future plans. Thus, an individual professional plan can be adjusted as a faculty member's interests and successes change. It is incumbent upon those involved in each level of review, during each evaluation, to determine whether the presented plan presents reasonable and achievable goals that will result in successful tenure and promotion.

Chapter 4. Responsibilities in Faculty Evaluation Process

The college follows the University Faculty Personnel Policies, Chapter 4, with no changes.

Chapter 5. Evaluation Processes

The college follows the University Faculty Personnel Policies, Chapter 5, subject to the following college-specific language.

- Rodeo Faculty Evaluation Process

  - Rodeo Faculty Periodic Evaluation provides feedback and guidance to the Rodeo faculty member in support of future personnel actions.
  - Rodeo Faculty Periodic Evaluation consists of the following levels of evaluation:
    - Associate Dean overseeing the Rodeo Program
    - Dean
- The FSN Department has elected to apply the Department Peer Review Committee evaluation process to the University's periodic evaluation process for all FSN part-time lecturers appointed for all three quarters: Fall, Winter and Spring quarters (who are not 12.12- or 12.13-eligible). Starting in Fall 2022, the FSN Department will elect Department Peer Review Committees to participate in the evaluation process of lecturers in this category.

Chapter 6 Evaluation Cycle Patterns

The college follows the University Faculty Personnel Policies, Chapter 6, subject to the following college specific language.

UFPP 6.2 Probationary Faculty Evaluation Patterns

- CAFES follows the Annual Retention Pattern as shown in UFPP 6.2.8

- Year 3: Retention to fourth year and Year 6: Promotion and Tenure will be a Five-Stage review process. All other years may be a Four-Stage review except when a faculty member is hired as an assistant or associate professor with 2 years' service credit. The faculty member will have a Five-Stage review and will receive an evaluation from the College Peer Review Committee in Year 4 on Retention to the fifth probationary year (rather than in year 3 on Retention to the fourth probationary year).

Chapter 7 Personnel Action Eligibility and Criteria

The college follows the University Faculty Personnel Policies, Chapter 7, subject to the following college specific language.

Tenure is the most important of all personnel actions. It is an expression of confidence in a faculty member's intellect, creativity, initiative, work ethic, collegiality, and career-long value to Cal Poly. It presumes a loyalty and responsibility on the part of the faculty member to the university, students, and curriculum. With tenure comes the expectation that a faculty member will, during his or her career, accomplish a body of work in teaching, scholarship, and serve as a respected citizen of the university. Tenure expresses a belief in the future and the role of the tenured faculty in shaping it. Achieving tenure is an honor and a privilege, and it comes with responsibilities and expectations of immense importance to the University.

When a faculty member is awarded tenure, it is with the expectation that the capability exists of meeting the requirements for full professor at some timely point during their career. A full professor is an effective and respected teacher who has a sustainable, career-long, creative program of scholarship, and who demonstrates thoughtful leadership in issues of shared governance including personnel decisions, curriculum and pedagogy development, utilization of resources, and matters of student welfare and success.

The faculty also has expectations of the State of California and the California State University. Prime among them is the responsibility to provide compensation and resources commensurate with the responsibilities and expectations of the faculty.

Criteria for Retention, Promotion, and Tenure

Following are criteria for reappointment, tenure, and promotion. The statements on teaching, scholarship, and service are intended to provide a college philosophy which should be applied with flexibility and appreciation for differences in ideas, approaches, and contributions. Additional department specific criteria are given in Appendix 5. As noted in Appendix 5, where there is a delayed implementation of tenure and promotion criteria, the criteria from the September 2013 CAFES Faculty Personnel Policies and Procedures handbook as shown in Appendix 6 will be used for promotion and tenure evaluations.

Criteria for retention, tenure and promotion are measured in four areas: teaching, scholarship, service, and 'other,' which encompasses traits such as collegiality and dependability.

Normal Timeline

Faculty members are normally hired under a 6-year tenure timeline but may be given credit (up to two years) at hiring for previous, relevant academic experience. During this normal tenure

timeline, a faculty member is expected to show growth in all areas under review, culminating in excellence and the potential for sustained, career-long dedication in all areas. Specifically:

Teaching

Excellence in teaching is the most important criterion for tenure and promotion. All faculty members should take ownership of the departmental curriculum and thus are expected to teach widely across the curriculum, as appropriate for their expertise and discipline. This exposure gives valuable insight to the students' foundational preparation and leads to faculty members who understand the logic of their curricula.

Excellence in teaching will be measured as follows:
- Submitted course materials: clarity and completeness of syllabus (adherence to established course learning objectives), selected material demonstrating individual teaching style and currency (e.g., lesson plans, project descriptions, assessments, and/or quizzes/exams)
- Peer observation
- Written student evaluations: common themes for excellence and areas for improvement
- Numerical student evaluations
- Recognition through teaching honors and/or awards

Dedication to improving teaching craft will be measured through metrics including:
- Demonstrated successful use of novel techniques and technology in the classroom to improve student learning
- Incorporation of scholarship into classes, in keeping with the teacher-scholar model
- Reflection on student and peer evaluation and subsequent alteration of teaching techniques
- Attendance of teaching-related workshops such as those offered through the CTLT and incorporation of learned techniques into classes
- Curriculum development, including program and course-level modifications (e.g., modification to the major or minor programs, course revisions, new course development, etc.)
- Shadowing senior faculty known for excellence in teaching

Scholarship

Scholarship is the second most important criterion for tenure and promotion. All faculty members are expected to develop an active program of externally funded scholarship that results in periodic, peer-reviewed external validation. While the details of this program will vary widely from discipline to discipline, the following general criteria must be met before successful tenure and promotion:

- A well-developed plan for scholarship, delineating the role of students, the anticipated funding sources, and a timeline for dissemination of results through peer-reviewed venues.
- Active application for funding from a variety of internal and/or external agencies and/or industry. In general, it is expected that faculty members will apply for grants each year, until such time that sufficient funding is in place to sustain scholarly activity and additional grants would hinder the faculty member's ability to complete the already-funded projects.
- Active presentation of results. Preliminary results should be presented at local, regional, and/or national meetings. It is particularly appropriate and encouraged to have students present at these meetings, but faculty members should be in attendance for guidance and mentoring. At least one presentation per year is expected.
- Publication. Depending on the nature of the discipline and project, expectations for publication of results in peer-reviewed journals will vary widely across the college, but it is expected that all faculty members will publish their scholarship on a regular basis. Tenure will be awarded only if sufficient evidence exists of externally recognized, independent excellence in scholarship based at Cal Poly. While this evidence will normally consist of peer-reviewed publication in professional journals, a wide variety of other types of external validation may be used.

As a general guideline, research and writing are an ongoing process and a faculty member should always be engaged in sustained scholarship: a plan of scholarship, pursuit of funding, data collection and analysis, presentations, and publications. Please see department statements in Appendix 5 for additional, specific criteria that will be used for final evaluation.

Service

During the probationary years, it is appropriate for non-tenured faculty members to become involved with service activities. Faculty members are expected to become involved with the shared governance of their departments and the college prior to being considered for tenure. As they do with teaching and scholarship, faculty members should describe their goals for service and create a plan for involvement with clubs, committees, events, advising, and other service activities. All faculty members are expected to participate in activities such as Fall Conference, Commencement and Open House. It is expected that with time, faculty members will assume increasing service responsibilities that is expected of their rank.

Other

Faculty members are expected to maintain high standards of professional conduct and are expected to behave ethically, respectfully, and collegially. Faculty members are expected to fully participate in department meetings and related discussions.

Additional Criteria for Promotion from Associate to Full Professor

Criteria for promotion from Associate to Full Professor are similar to that for tenure and promotion from Assistant to Associate Professor: Excellent teaching, productive scholarship, and meaningful service. The levels of these accomplishments should be above that expected for more junior faculty, in keeping with the greater experience and maturity expected from a senior faculty member. Faculty members should strive for continuous improvement in their teaching and should exhibit increasing maturity in their program of scholarship. In addition, a track record of leadership roles within the department (e.g., chairing significant committees) and significant service at the college and university levels is expected, and this level of excellence and leadership in teaching, scholarship, and service is expected to continue post-promotion. Professors are also expected to mentor probationary faculty members, and evidence of their ability to provide meaningful mentoring should be included in the materials provided for promotion consideration. Normally, Associate Professors are eligible for promotion after five years at the Associate Professor rank, and they will be notified when they are eligible for promotion. Tenured Associate Professors may choose to delay their application for promotion indefinitely but are required to undergo periodic evaluation every five years.

Criteria for Retention and Range Elevation of Lecturers

Lecturers are essential and valued members of the faculty of the College of Agriculture, Food and Environmental Sciences. Teaching is the main responsibility of lecturers and likewise the primary focus of annual evaluations. The professional responsibilities of all faculty members, including lecturers, include activities that contribute to being current in the profession and effective in the classroom. Teaching effectiveness, a firm understanding of the teaching and learning process, and currency in the subject matter of teaching assignments are expected. Educational attainment and experience are considered in making appointments and teaching assignments.

Assignment: Lecturers are generally appointed to teach. Course assignments are made based on the lecturer's entitlement, experience, background, and expertise. Lecturers can also be assigned to engage in scholarly activity, service, and other specialized activities. Assignments other than teaching will be specified in the appointment letter.

Criteria for Evaluation of Lecturers

Lecturers will be evaluated according to the category or categories (teaching and/or other professional performance, scholarship, service, and university citizenship) relevant to the assignment. Expectations in all areas of evaluation increase with range.   Continuous improvement in performance and currency in the discipline as described in the following paragraphs are critical criteria.

Teaching

Excellence in teaching is the most important criterion for lecturer evaluation. Excellence in teaching will be measured as follows, as appropriate:

- Submitted course materials: clarity and completeness of syllabus (adherence to established course learning objectives), selected material demonstrating individual teaching style and currency (e.g., lesson plans, project descriptions, assessments, and/or quizzes/exams)
- Peer observation
- Written student evaluations: common themes for excellence and areas for improvement
- Numerical student evaluations
- Recognition through teaching honors and/or awards

Dedication to improving teaching craft will be measured through metrics including:

- Demonstrated successful use of novel techniques and technology in the classroom to improve student learning
- Reflection on student and peer evaluation and subsequent alteration of teaching techniques
- Attendance of teaching-related workshops such as those offered through the CTLT and incorporation of learned techniques into classes
- Shadowing senior faculty known for excellence in teaching

Currency in the Discipline

Currency in the discipline is important to ensure appropriate content and delivery of pedagogy. Currency in content can be established by presenting at or attending professional conferences and workshops, earning continuing education credits, consulting, publishing textbooks and other educational materials, and/or publishing in peer-reviewed journals. Evidence of currency in delivery methods include making significant contributions to the curricula such as incorporating current topics and relevant material into courses, engaging students with innovative pedagogies, and developing new and modern laboratory experiences.

Continuous Improvement in Performance

Increasing excellence in teaching, currency in the discipline, and ability to teach at appropriate levels of the curriculum are expected.

Other Professional Performance and/or Scholarship

Lecturers are normally employed to support the teaching function of the college. In some cases, lecturers can be appointed to a position that includes other professional duties and/or scholarship. In these cases, evaluation will include these activities and be based upon metrics agreed upon by the lecturer, department head, and dean.

Chapter 8 Evaluation of Teaching and Professional Services

The college follows the University Faculty Personnel Policies, Chapter 8, subject to the following college specific language.

Direct Observation of Teaching

All members of the subcommittee (or DPRC) should make direct observations of teaching, and only one member should visit at a time. The subcommittee will arrange for visitation such that courses representative of the candidate's teaching assignment, including various modalities (lecture, laboratory, seminar, activity, online, etc., as possible and appropriate), are each observed by at least one member of the DPRC. Per the contract with CFA (15.14), observers must give at least a five-day notice of classroom visit, online observation, and/or observation of online content.

Teaching

In addition to other comments the DPRC committee and department head chooses to include, the written evaluation should address the appropriateness of course content, organization, and level; course materials including the course syllabus; quality of presentation; quality, level, and appropriateness of exams and evaluation methods; and student evaluations. The evaluators should evaluate the candidate's professional plans in teaching, including courses to be taught in the future, incorporation of technology into the classroom, professional development in teaching, and the like. Fundamentally, the evaluators need to evaluate the quality of the candidate's current teaching and the candidate's plans for increasing efficacy as an instructor.

Student Evaluation of Instruction

All sections of all classes require student evaluation every quarter, per faculty contract. All student evaluations will be conducted electronically. Faculty should make every effort to encourage student participation in the evaluation process, including devoting class time to evaluations. All information from the evaluation, including numerical ranking and student comments, shall be included in the electronic PAF for the prior 6 years as outlined in UFPP 8.4.5.5.

Student evaluations are one metric of teaching performance, and should be used as such, together with peer evaluation of teaching materials and peer visits to classrooms.

Chapter 9 Evaluation of Professional Development

The college follows the University Faculty Personnel Policies, Chapter 9, subject to the following college specific language.

Professional Growth and Scholarly Activities

Goals for Supporting Scholarship

Scholarship has been recognized as appropriate and important at Cal Poly, as articulated in Senate Resolution AS-725-11 (http://digitalcommons.calpoly.edu/senateresolutions/726/). To create a vibrant community of teacher-scholars in CAFES, it is important that appropriate scholarship be supported and rewarded. At a principally undergraduate institution, research serves an important educational role for students, and faculty scholarship should be designed with student engagement as an important component of their research projects. A statement showing thoughtful consideration of how scholarship informs classroom teaching, such as bringing research results into lecture, should be developed by each faculty member and included in their RPT Zone of Excellence Bolstering Retention and Advancement (ZEBRA, see Appendix 2 and Appendix 3). Additionally, faculty members should consider how classroom teaching can be used to advance scholarship, such as using a class to conduct a research project or gathering ideas from preparing course materials. Furthermore, interdisciplinary scholarship that engages faculty and students from different departments and/or colleges is particularly encouraged.

Role of Department in Defining Scholarly-Active

Due to the breadth of disciplines represented in CAFES, it is difficult to create blanket statements regarding expectations of scholarship that are applicable college-wide. Department statements describing appropriate scholarship for its discipline(s) developed by the tenured faculty of each department can be found in Appendix 5. At a minimum, faculty members need to be continuously and actively engaged in the scholarship cycle, which usually includes grant/contract writing, working with students on research projects, and disseminating results. In order to facilitate understanding of discipline-specific scholarship at the college and university levels, departments need to establish metrics commensurate with resources for expectations from each of these activities, which will be included in this document.

Evaluation of Scholarship

Professional achievement should be evaluated and validated so that those in subsequent levels of review can understand the significance of the achievements. The DPRC committee and department head should comment on student involvement in the candidate's scholarship program. The candidate's scholarly activity should be measured against criteria developed by each department and approved by the college and provost. These criteria will be published on

the Academic Personnel website. The evaluators should also evaluate the candidate's professional plans in scholarship, including the breadth and scope of planned research projects, the appropriateness of planned grant submissions, and the value and timeline of planned dissemination of results. Evidence of development as a teacher-scholar should be noted. Fundamentally, the evaluators need to evaluate the candidate's scholarship plan as appropriate for, and achievable at, Cal Poly.

Service to the Profession

The University AP Governance Section II.B.2 (https://content-calpoly-edu.s3.amazonaws.com/academic-personnel/1/PDF/criteria_university.pdf) clearly defines service to the profession as part of professional growth and scholarly achievement. Service to the profession, such as serving as a peer reviewer, journal editor, conference organizer, etc. are important for the external visibility of a faculty member and for the university. These activities are viewed favorably in the evaluation process, including decisions for tenure and promotion. For exceptional external obligations that give a high level of visibility to the faculty member and the university, it is appropriate for a department to consider giving a limited amount of assigned time to support the activity. All such assigned time requires justification and reporting and can only be given if the budget allows.

Chapter 10 Evaluation of Service

The college follows the University Faculty Personnel Policies, Chapter 10, subject to the following college-specific language.

Service obligation for 3 WTU contractual IRR

Tenure-track faculty assignments include 3 WTU/quarter of "Instructionally Related Responsibilities" (IRR), which are not included in lecturer appointments. This is the basis for tenure-track faculty having teaching loads of 12 WTU and lecturers, 15 WTU.

The twelve (12) weighted teaching units (WTU) of direct instructional assignments includes classroom and laboratory instruction and instructional supervision (such as student thesis, project or intern supervision) equivalent to approximately 32 hours per week (80% of the total workload). The 3 WTU equivalences of indirect instructional activity includes things such as student advisement, curriculum development and improvements, and committee assignments which is equivalent to approximately 8 hours per week (20% of total workload).

Service to the profession is excluded from the 3 WTU of IRR. Office hours are considered part of the teaching load and are required for both lecturers and tenure-track faculty and thus not part of the IRR. Communication with the department during the academic year, such as department meetings, retreats, training, and the like are also considered part of the regular workload assignment and not included in the 3 units of IRR.

To help define the obligations covered under the IRR, and to ensure consistency across the college in assigning time for service, the following metric should be followed for assignment of service duties:

> 3 WTU of a total 15 WTU workload would be 3/15, or 20% of the total workload. Based on a 40-hour work week, 20% would be 8 hours/week. Thus, tenured/tenure-track faculty have an obligation of up to 8 hours a week of service duties covered by the 3 WTU of IRR. Service work should be equitably divided among the tenured/tenure-track faculty. If faculty members have service obligations that will exceed the 8 hours/week standard, and all faculty members are fully contributing to the department's service needs, it may be appropriate to give assigned time for the work. Guidelines for assigned time for service are covered in Appendix 1.

Evaluation of Service to University, Students, and Community

The DPRC and department head should evaluate a candidate's service contributions in terms of active involvement, achievement, leadership, and level of service (department, college, and university level). Comment on involvement in the campus community and participation in events important to the department, college, and university. The committee should also comment on the candidate's plans for future service.

Service to Community

Professionally related service to the community, such as serving on boards, serving youth organizations, outreach to schools, etc., contributes to the positive reputation of the university. As such, it is appropriate for faculty to list these activities in the review, tenure, and promotion documents. However, they are not part of the normal service workload as covered by the 3 WTU/quarter IRR. These are not activities that should be supported by departmental assigned time.

Service obligation for FERP Faculty

Faculty participating in the Faculty Early Retirement Program (FERP) can elect appointments of up to 22.5 WTU/year. This will consist of only teaching (e.g. 22.5 WTU teaching per year) or a combination of teaching and service (e.g. 18 WTU teaching and 4.5 WTU service per year). FERP faculty who choose an appointment of teaching and service are expected to actively participate in service activities. These FERP faculty should have service obligations prorated according to their time base. Appropriate FERP service activities include participation in RPT committees (with approval from the dean's office), student advising, club advising, and the like.

Chapter 11 – Governance

The college follows the University Faculty Personnel Policies, Chapter 11, subject to the following college specific language.

College Management Structure

The college management structure is currently a dean, associate deans, and department heads. This structure can be modified as necessary to best suit the needs of the college, programs and student success. The process to change any department between department head to department chair or vice versa will follow the procedure outlined in Senate Resolution AS-801-15 (http://digitalcommons.calpoly.edu/cgi/viewcontent.cgi?article=1801&context=senateresolutions) through meaningful discussion and mutual agreement of the faculty, dean, provost, and president and will result in a modification to the governance document.

Department Heads

Department heads are hired by and serve at the pleasure of the college dean but are also tenure-track faculty members of their departments. Department heads in the college will be appointed in accordance with the tenure-track guidelines indicated in Chapter 2, except that one member of the search committee will be a department head from another department in the college elected by the faculty of the hiring department and approved by the dean. Non-voting committee members such as staff, MPPs, or others from outside the university, such as appropriate industry advisory council members, should be included when on-campus interviews are conducted.

Associate Dean Appointments

Associate deans are hired by and serve at the pleasure of the college dean. Associate deans in the college will be appointed in accordance with tenure-track guidelines indicated above except for the following:

1. Search Committee Structure

    a. Committee chair: an associate dean in the college appointed by the dean

    b. Faculty Representation: Faculty interested in serving on the committee will be nominated by their peers through obtaining signatures of 10 tenured or tenure-track faculty members. From those submitted, the dean will select 3 individuals to serve.

    c. Staff Representatives: Staff interested in serving on the search committee will be nominated by their peers through obtaining signatures of 10 staff members in the college. From those submitted, the dean will select 2 individuals to serve.

      d. The dean will select one (1) department head to serve on the committee.

      e. College Sr. Director of Personnel, who will also serve as EEF

2. On-Campus Interview Process

      a. As appropriate with the duties of the position, the interview process may include the following:

          i. Meeting with CAFES Dean's Office staff.

          ii. Meeting with CAFES department heads.

          iii. Presentation to the college faculty, staff, and students.

          iv. Meeting with CAFES DEI committee.

          v. Meeting with other college or university units that will interact with this position.

          vi. Meeting with CAFES Industry Advisory Committee members.

Chapter 12 Workload

The college follows the University Faculty Personnel Policies, Chapter 12, subject to the following college-specific language.

Supporting the Teacher-Scholar

Philosophy

All tenure-track and tenured faculty are expected to develop professionally both as a teacher and a scholar [Academic Senate Resolution AS-725-11, (http://digitalcommons.calpoly.edu/senateresolutions/726/). Cal Poly has a long history of excellence in teaching and has been building its scholarship base for over 20 years. To continue to attract top-quality faculty, and to enhance students' intellectual experience, CAFES is committed to streamlining and reducing faculty teaching loads to foster a culture of excellence in both teaching and scholarship. Fundamentally, we are working toward a model where faculty have the option to teach an average of 10 WTU/quarter (30 WTU/year), have 2 WTU/quarter (6 WTU/year) for scholarship, and have 3 WTU/quarter (9 WTU/year) for department, college, and university service activities.
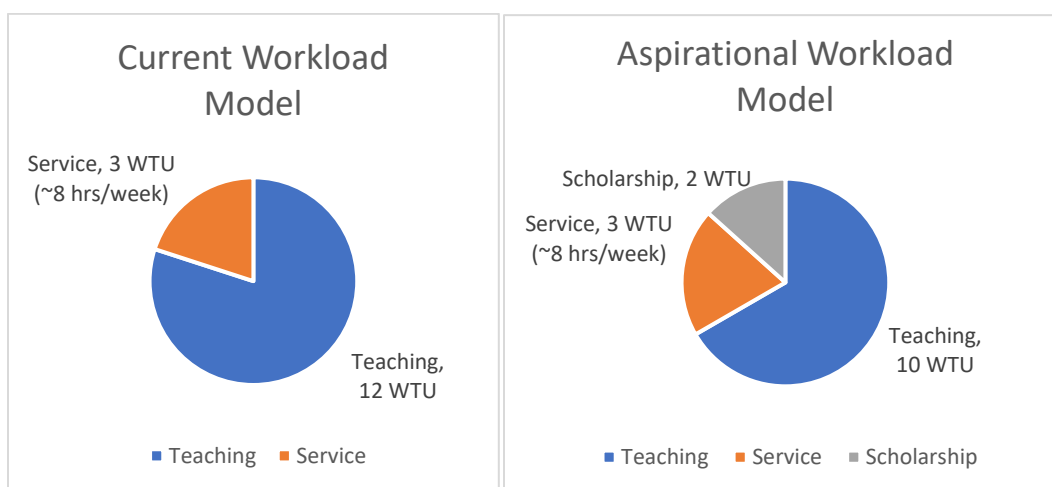
Figure 1. Current workload distribution and target workload distribution in CAFES.

Teaching

Expectations

Excellence in classroom and laboratory instruction is the cornerstone of a successful faculty career at Cal Poly. Faculty mastery of their subject, connection and engagement with their students, and pedagogically sound educational practices are fundamental to excellent teaching and expected of all faculty. All effort should be made to provide students with a full and robust

educational experience, which means classes should meet for the full, allotted time period. Canceling classes for illness or personal crises will occur occasionally; if more than one class period is affected, the department should work to find a substitute to cover the class. Planned absences must be approved in advance by the department head. Unanticipated absences, such as illness, must be reported to the department office as soon as practicable. Faculty absences for professional travel must be pre-approved by the department head, and if classes are affected, the faculty member should arrange for alternative methods to continue to provide course instruction. Departments should not approve any travel that may jeopardize meeting course objectives. For example, if a faculty member misses more than 10% of class time, that may be considered especially problematic. Faculty office hours should be considered an important part of instruction. Contractually required office hours should be scheduled to maximize the potential for student participation. CAFES follows UFPP 12.2.

Innovative modes of instruction (online, hybrid, "flipped," integrated/studio, POGIL, calibrated peer review, etc.) are encouraged. Faculty engaged in these practices must follow the standards set forth by the CTLT (Center for Teaching, Learning, and Technology) and have approval of the department curriculum committee. In the case of online and hybrid classes, changes must also be approved by the Academic Senate Curriculum Committee. Other classroom practices that support the teacher-scholar model, such as having a class participate in a research project, are also encouraged and should be supported by the department in a way commensurate with its traditional curriculum.

Preparations

Departments are encouraged to develop reasonable expectations for the number of classroom preparations a faculty member should teach. Faculty should reasonably be expected to teach across all levels of their curricula. Guidelines for assigned time for new course preparations are provided in Appendix 1.

Class Size

Class size is an important measure of workload. Class size is determined by pedagogy, available facilities, student demand, and safety considerations. Class sizes lower than the ranges below need to be justified with the dean's office. Class sizes that fall significantly above the ranges below may be eligible for assigned time (see Appendix 1).

Class Type	Upper/Lower Division	Normal Class Size Limits
Lecture	Lower	48-72
Lecture/Seminar	Upper	24-40
Laboratory	Lower	24
Laboratory	Upper	16-24
Activity	Lower	24
Activity	Upper	16-24

Scheduling

Scheduling of courses must focus on meeting student access needs. Faculty preference is a secondary, but important, consideration. Per University policy, 50% of offered lectures, seminars, and discussions need to be scheduled outside the 9 am-3 pm "preferred" window. The burden for offering classes outside of the "preferred" window should be shared among all faculty members, whether tenured, tenure-track, or lecturer. Classes are required to be scheduled during the standard meeting patterns, unless pre-approved from the CAFES dean's office and University Scheduling and only for extraordinary reasons. See https://registrar.calpoly.edu/academic-scheduling for details on standard patterns.

Department heads, in consultation with faculty, should create a year-long plan of teaching assignments before the Fall Quarter schedule is due (generally Jan/Feb). A revision of the plan should be completed after the SIR (Students Intending to Register) data is released (normally soon after May 1). Faculty workload should take a number of factors into account, including contact hours, SCU load, number of preparations, and number of new preparations. It must be understood that last minute schedule changes are often necessary to accommodate unexpected student demand, facility limitations, and/or unscheduled staffing changes.

Overloads

In some cases, a faculty member may elect to voluntarily assume an increase in teaching and/or service. All effort should be made to balance individual workloads, but a voluntary, increase is allowed for reasons of particular interest, passion, or the like on the part of a faculty member. Such work assignments must not be excessive, create an unreasonable workload, or interfere with the quality of the entire work assignment, and it should be acknowledged in writing (email between faculty member and department head) that the faculty member is requesting such overload and understands it is voluntary, does not increase their compensation, and will not interfere with the rest of their assignment.

Chapter 13 Appendices from UFPP

The college follows the appendices from the University Faculty Personnel Policies, Chapter 13, with no changes.

Appendix 1: Assigned Time Guidelines

Teaching

Assigned time for teaching duties can be given for a variety of activities, including excess enrollment courses, new course preparation, or instructional innovation. Assigned time for these activities is at the discretion of the department head and dean, but should take into account the additional work required to teach excess enrollment courses or prepare new or innovative modes of instruction.

Scholarship

Assigned time for scholarship can be applied for each fall quarter through the CAFES dean's office via a process that will be communicated annually. Assigned time for scholarship will be awarded as the budget allows. Departments will be responsible for developing criteria for scholarly activity deserving of departmental support. Appropriate activities include grant writing, research activities involving students, and manuscript writing. Assigned time for scholarship of up to 4 WTU/quarter (12 WTU/year) is possible, although it is not to duplicate units earned through supervisory courses.

If assigned time is given for research that is also externally funded, the assigned time needs to be reported with the internal budget included in the grant proposal documentation submitted to the Grants Development Office along with the original grant application and be reflected on the effort report submitted each year. Such assigned time constitutes matching funds from the University and needs to be assessed and reported as such.

When applying for assigned time, a short description of the project undertaken, the additional sources of funding being used (if any), and a list of deliverables upon completion of the term must be included. Subsequent awards for assigned time will be dependent upon successful completion of these deliverables.

Service

Departments are responsible for determining the time commitment required for each of their service activities in order to create an equitable distribution of the service workload. The time commitment should be done as a collaborative process between the department head and faculty members, and should be revisited and revised periodically. In some cases, a faculty member may be willing to take on higher than expected service activities because of a particular interest or expertise. If so, faculty members should be allowed to voluntarily increase their service load without affecting their other work obligations.

When considering requests for assigned time to support service activities, including committee work (department, college, or university), curriculum development, club advising, RPT duties, and the like, department heads should carefully evaluate the request against the following criteria:

• Does the faculty member's total service workload exceed an average of 8 hours/week?

• Are there other faculty members in the department who can take on additional service work without exceeding an average of 8 hours/week?

When completing the AP-107B for service-related assigned time, a justification addressing the two points above needs to be attached. When giving assigned time, the department head may use the metric of 1 WTU of assigned time is equivalent to 2.67 hours/week of service work above the expected 8 hours/week. Assigned time can be given in fractional quantities.

Appendix 2: Sample ZEBRA for Tenure Track Faculty

This document will be available in electronic version for completion and submission from the CAFES Dean's Office.

COLLEGE OF AGRICULTURE, FOOD, AND ENVIRONMENTAL SCIENCES

Zone of Excellence Bolstering Retention and Advancement (ZEBRA) for Tenure Track Faculty

FACULTY MEMBER		
Name	Rank	Department

PROFESSIONAL GOALS

In this space, describe how you envision developing as a teacher-scholar

TEACHING

In this space, please give a short summary of your teaching philosophy and, if applicable, how your teaching contributes to your scholarship. Please give a response to previous evaluations and a short narrative of your future teaching goals.

SUMMARY OF STUDENT EVALUATIONS

List courses in chronological order with the most current quarter at the top.
Information for this table will be completed by the Dean's office and sent to you by email to add to the top of this Summary Page.

For each category, give the sum of percent of students who "Strongly Agree" or "Agree," or rate as "Excellent" or "Very Good"

Quarter	Course (Number and Section)	Type (Lec, Lab,Act, Sem)	Enrollm't	# Students Responding	GPA (Assigned Grades)	2.1 Course Objectives Identified	2.2 Reasonable methods for measuring learning	2.3 Course assignments and due dates explained	2.4 Encouraged classroom interactions	2.5 Responded to questions in an understandable way	2.6 Grading standards clearly explained	2.7 Respect for diversity	2.8 Knowledgeable about subject matter	2.9 Enthusiastic	3.1 General teaching Effectiveness	3.2 Course, Overall	4.1 Instructor Educ. Eff.	4.2 Course Educ. Eff.
															Tab to add rows		

PLANNED COURSES				
List all courses you plan to teach before tenure, including new preparations of existing courses and courses you plan to develop. This needs to be done in consultation with your department head and curriculum committee. Highlight in <mark>yellow</mark> any additions since the last submission. Highlight in <mark>cyan</mark> any deletions, with an explanatory note as to why you no longer plan to teach that course.				
Course Number	Course Title	Course Type (Lecture, Lab, Activity, Seminar)	Quarter(s) Planned to Offer	Notes
				Tab to add rows

ACTIVITIES TO DEVELOP TEACHING PROFICIENCY

In this space, give a reflection of what you have learned about your teaching and how it is evolving. Include what you have learned from peer evaluations and written student evaluations.

PAST Activities: List all activities completed before this evaluation cycle to develop your teaching proficiency. List in chronological order.

Activity	Date Completed	Application in Classroom
		Tab to add rows

CURRENT Activities: List all activities completed during this evaluation cycle or currently underway. List in chronological order.

Activity	Date Begun	Application in Classroom
		Tab to add rows

FUTURE Activities: List all activities you plan to complete in the future highlighted, with dates (quarter, year) you plan to start.

Activity	Date Anticipated to Begin	Application in Classroom
		Tab to add rows

INDEPENDENT STUDY COURSES, INDEPENDENT SENIOR PROJECT, THESIS

List in chronological order. If a student has enrolled for multiple quarters and worked on a single project, combine into one row.

Quarter/Dates	Course	Student Name	Project Title
			Tab to add rows

SCHOLARSHIP

In this space, give a short description of scholarship philosophy and a general description of your research areas. Include a comment on how you include students in your research, how your scholarship aligns with Department, College, and University goals, and how scholarship informs your teaching. Please give a response to previous evaluations and a short narrative of your future scholarship goals.

PROJECTS

COMPLETED Activities: List in chronological order all scholarship activities completed since joining Cal Poly.

Project Name	Collaborators Indicate Cal Poly undergraduates with * and Cal Poly graduate students with **. Identify the institutions of external collaborators.	Funding Source Date, Amount, Status (funded, pending, denied)	Planned Dissemination of Results (target journal, meeting, etc.)

			Tab to add rows

CURRENT Activities: List in chronological order all currently active scholarship activities.

Project Name	Collaborators Indicate Cal Poly undergraduates with * and Cal Poly graduate students with **. Identify the institutions of external collaborators.	Funding Source Date, Amount, Status (funded, pending, denied)	Planned Dissemination of Results (target journal, meeting, etc.)
			Tab to add rows

FUTURE Activities: List in chronological order all scholarship activities you have planned through tenure.

Project Name	Planned Collaborators Identify the institutions of external collaborators.	Planned Funding Source Date to be Submitted, Amount Requested	Planned Dissemination of Results (target journal, meeting, etc.)
			Tab to add rows

PUBLICATIONS

List in chronological order all publications authored since joining Cal Poly using the citation style of your field. Include manuscripts submitted and in preparation, indicating their status. Indicate Cal Poly undergraduate co-authors with * and Cal Poly graduate student co-authors with **. After the reference, indicate your role in both the project and authorship. Highlight in <mark>yellow</mark> those publications added since the last evaluation period.

Type of Publication (journal, book, report, etc.)	Reference
	Tab to add rows

PRESENTATIONS

List in chronological order all professional presentations given since joining Cal Poly using the citation style of your field. Indicate Cal Poly undergraduate co-authors with * and Cal Poly graduate student co-authors with **. After the citation, indicate your role as a percentage of the work in both the project and authorship. Highlight in <mark>yellow</mark> those publications added since the last evaluation period.

Type of Presentation (Poster, Oral, Invited, Local, Regional, State, National, International)	Reference
	Tab to add rows

ADVANCEMENT OF PROFESSIONAL EXPERTISE

In this space, give a short description of your approach to advancement in your professional expertise. Include a comment on how your activities align with current Department, College, and University strategic goals, and how they tie to your development as a teacher-scholar. Please give a response to previous evaluations and a short narrative of your future professional expertise goals. Do not include activities covered elsewhere in this document; this section is for accomplishments that do not fit into the other sections.

ACTIVITIES

COMPLETED: List in chronological order all activities in which you have completed since joining Cal Poly, such as attending (but not presenting) professional meetings and workshops, continuing education credits, service to the profession (reviewer, editor, board member, etc.). Do not include activities in which you are still active: those will go in the next section

Dates	Activity
	Tab to add rows

CURRENT: List in chronological order all activities in which you have started or are continuing since your last review, such as attending (but not presenting) professional meetings and workshops, continuing education credits, service to the profession (reviewer, editor, board member, etc.).

Dates	Activity
	Tab to add rows

FUTURE: List all activities in which you plan to participate through tenure, such as attending (but not presenting) professional meetings and workshops, continuing education credits, service to the profession (reviewer, editor, board member, etc.). Highlight in yellow any additions since the last evaluation.

Dates	Activity
	Tab to add rows

SERVICE

In this space, briefly describe how service contributes to your professional goals and what role it plays in your development as a teacher-scholar. Please give a response to previous evaluations and a short narrative of your future service goals.

COMPLETED: List in chronological order all of your service activities completed since joining Cal Poly. Do not include activities in which you are still active: those will go in the next section. Give a short explanation as to why the activity ended.

TYPE (Dept, College, Univ, Professional, Community)	Dates	Description
		Tab to add rows

CURRENT: List in chronological order all of your service activities that you have started or are continuing since your last review.

TYPE (Dept, College, Univ, Professional, Community)	Dates	Description
		Tab to add rows

FUTURE: List all of the service activities in which you plan to participate through tenure. This should be completed in consultation with your department head.

TYPE (Dept, College, Univ, Professional, Community)	Dates	Description

		Tab to add rows

OTHER FACTORS FOR CONSIDERATION

1. In this space, please describe your approach to creating a collegial and inclusive academic environment. Please give a self-evaluation of such factors as collegiality (working collaboratively and productively with colleagues and participation in traditional academic functions); initiative; cooperativeness; and dependability. Please also describe your approaches to creating a collegial and inclusive academic environment.

2. Please describe any diversity, equity and inclusion efforts and accomplishments in your teaching, and/or scholarship, and/or service.

Appendix 3: Sample ZEBRA for Lecturers

This document will be available in electronic version for completion and submission from the CAFES Dean's Office.

COLLEGE OF AGRICULTURE, FOOD, AND ENVIRONMENTAL SCIENCES
Zone of Excellence Bolstering Retention and Advancement (ZEBRA) for Lecturers

Year Under Review: 20XX-XY

LECTURER

Name	Level	Department

APPOINTMENT DETAILS

To be completed with the assistance of your department. If assigned time is given, attach the duty description and expected outcomes.

	Fall		Winter		Spring	
	Teaching	Assigned Time	Teaching	Assigned Time	Teaching	Assigned Time
WTU (year under review)						
WTU (prior year)						Tab to add rows

TEACHING

In this space, please give a summary of your teaching philosophy and how you engage students in the learning process.

ACTIVITIES TO DEVELOP TEACHING PROFICIENCY

In this space, give a reflection of what you have learned about your teaching and how it is evolving. Include what you have learned from written student evaluations.

PAST Activities: List all activities completed before this evaluation cycle, but after you joined Cal Poly, to develop your teaching proficiency. List in chronological order.

Activity	Date Anticipated or Completed	Application in Classroom
		Tab to add rows

CURRENT Activities: List all activities undertaken during this evaluation cycle to develop your teaching proficiency. List in chronological order.

Activity	Date Anticipated or Completed	Application in Classroom
		Tab to add rows

FUTURE Activities: List all activities you plan to complete in the future to develop your teaching proficiency, with dates (quarter, year) you plan to start.

Activity	Date Anticipated or Completed	Application in Classroom
		Tab to add rows

	LECTURE, LABORATORY, ACTIVITY COURSES TAUGHT AND PLANNED																	
	List courses in chronological order with the most current quarter at the top. Information for this table will be completed by the Dean's office and sent to you by email to add to the top of this Summary Page.																	
	For each category, give the sum of percent of students who "Strongly Agree" or "Agree," or rate as "Excellent" or "Very Good"																	
Term	Course (Number and Section)	Type (Lec, Lab,Act, Sem)	Enroll	# Students Responding	GPA (Assigned Grades)	2.1 Course Objectives Identified	2.2 Reasonable methods for measuring learning	2.3 Course assignments and due dates explained	2.4 Encouraged classroom interactions	2.5 Responded to questions in an understandable way	2.6 Grading standards clearly explained	2.7 Respect for diversity	2.8 Knowledgeable about subject matter	2.9 Enthusiastic	3.1 General teaching Effectiveness	3.2 Course, Overall	4.1 Instructor Educ. Eff	4.2 Course Educ. Eff
																		Tab to add rows

SENIOR PROJECT, THESIS, INDEPENDENT STUDY COURSES (If Appropriate)			
List in chronological order. If a student has enrolled for multiple quarters and worked on a single project, combine into one row.			
Quarter/Dates	Course	Student Name	Project Title
			Tab to add rows

PROFESSIONAL GROWTH AND ACHIEVEMENT

In this space, give a short description of your area of professional expertise.

ACTIVITIES TO MAINTAIN CURRENCY	
PAST: List activities that you have completed since joining Cal Poly that advance your professional expertise and help you maintain currency in your discipline.	
Dates	Activity
	Tab to add rows
PRESENT: List activities undertaken during this review cycle that advance your professional expertise and help you maintain currency in your discipline.	
Dates	Activity
	Tab to add rows
FUTURE: List activities that you have planned that will advance your professional expertise and help you maintain currency in your discipline.	
Dates	Activity
	Tab to add rows

PROFESSIONAL PRACTICE ACTIVITIES COVERED BY ASSIGNED TIME

In this space, list the expectations of your professional practice activities, if any, covered by assigned time and part of your formal appointment. Describe how you have achieved the goals in this area.

OTHER

1. In this space, please describe your approach to creating a collegial and inclusive academic environment. Please give a self-evaluation of such factors as collegiality (working collaboratively and productively with colleagues and participation in traditional academic functions); initiative; cooperativeness; and dependability. Please also describe your approaches to creating a collegial and inclusive academic environment.
2. If you participate in or initiate research activities, please add details here.
3. Please describe any diversity, equity and inclusion efforts and accomplishments in your teaching, and/or scholarship, and/or service.

Appendix 4: Department Statements on Scholarship Criteria for Tenure and Promotion

Agricultural Education and Communication Department
Statement on Scholarship

Item #4 Effective 2021-2022 Academic Year

The goals outlined in the candidate's annual ZEBRA should align with the Department's Strategic Vision. The Department's Strategic Vision is as follows:
> *The mission and vision of the Agricultural Education and Communication Department is to develop leaders, educators, and communicators to advance and advocate for the agricultural industry in a global economy.*

The following guidelines provides clarity in the area of scholarship for Agricultural Education and Communication faculty engaged in the tenure and promotion process.

1. Candidates in the Agricultural Education and Communication Department are encouraged to align their scholarship and teaching. To better support candidates in this effort and help them to remain on-track regarding expectations and metrics of evaluation, they will have...
   - Annual meetings (Pre-Tenure) with their Department Professional Review Committees (DPRC) and the Department Head to discuss their ZEBRA prior to submission of Working Personnel Action File (WPAF) materials.
   - Mid-level reviews (Post-Tenure) conducted by their DPRC to offer feedback on progress to promotion. These reviews are consultative in nature and outcomes will be shared with the Department Head for mentoring and guidance.

2. Faculty are encouraged to include students in their scholarship as projects, student talent and student motivation permit. While considered valuable experiences for both students and faculty, such involvement is not a requirement for the tenure and promotion process.

3. Appropriate avenues for the presentation of scholarly efforts include:
   - Peer Reviewed Journals
       a. Refer to the list of recommended journals for publication (in department office).
       b. Those seeking to publish in a journal not listed must communicate with at least one member of the DRPC.
   - Other
       a. Peer Reviewed Paper Presentations, Posters & Proceedings
       b. Technical Papers/Distributed Educational Videos
       c. Reports
       d. Industry or Practitioner Publications (Ex. The Ag Ed Magazine, The Golden Slate and Ag Alert)
       e. Books, Chapters, Editors
       f. Broadcast/Documentary Films/Video Production

4. As a candidate persists, the expectation for contribution to the efforts of the department, college, university, and discipline increase. The expectations for promotion from one level to the next are outlined as follows.
   - Assistant to Associate Professor:
     - 2 Peer Reviewed Journal Articles
     - 2 "Other"
     - Apply for seed grant
   - Associate to Full Professor:
     - 2 Peer Reviewed Journal Articles
     - 2 "Other"
     - Apply for, or partner with as a co-PI, external funding (grant)
   - Full Professor:
     - Continue Research and Publication Activity

5. The Department does not support publication or presentation in forums viewed by the Agricultural Education discipline, and the wider scientific community, as "predatory" in nature.

6. It is the Department's intent to support the reasonable travel of faculty whose work is accepted for presentation. As the Department budget is centrally-controlled by the College of Agriculture, Food and Environmental Sciences, the budget is not clear. If a candidate's work is accepted for presentation at a professional conference or meeting, support can be sought. Candidates are encouraged to develop a proposal for professional development support to be delivered to the Department Head and the Dean.

7. Every tenure and promotion situation is unique. There may be concerns or ideas not included in this document. If a candidate desires to deviate from these criteria, they must obtain written permission from the DPRC and department head.

Agribusiness (AGB) Department: Statement on Scholarship

Effective 2023-24 Academic Year

1. The goals outlined in the candidate's annual Professional Development Plan should align with the Department's Strategic Vision. The Department's Strategic Vision is as follows:

   The Agribusiness Department will be nationally recognized as a food systems focused academic community.

2. Ideally, candidates in the AGB Department will have the opportunity to align their scholarship and teaching. To better support candidates in this effort and help them to remain on track regarding expectations and metrics of evaluation, the Department Professional Review Committees (DPRC) and the Department Head will set annual meetings (Pre-Tenure) to discuss their performance prior to submitting their Working Personnel Action File (WPAF).

3. Faculty are encouraged to include students in their scholarship, depending on the type of project and the available student talent pool. While considered valuable experiences for both students and faculty, such involvement is not a requirement for the tenure and promotion process.

4. Appropriate avenues for the presentation and publication of scholarly efforts include:
   - Peer Reviewed Journals
   - Other:
     a. Peer Reviewed Conference Proceedings
     b. Technical Papers
     c. Reports
     d. Industry or Practitioner Publications
     e. Books, Chapters, Editors
     f. Broadcast/Documentary Films/Video Production
   - The AGB Department does not support publication in journals and presentation at conferences viewed as "predatory" in nature by the wider scientific community.

5. As a candidate progresses through the ranks, the expectations for contribution to the efforts of the department, college, university, and discipline increase.
   - The scholarship expectations for promotion from one rank to the next are outlined as follows.
     - <u>Assistant to Associate Professor</u>:
       - 5 publications with the Cal Poly moniker, consisting of at least 3 accepted peer reviewed journal publications
       - 2 grant applications submitted

     - <u>Associate to Full Professor</u>:
       - 4 publications with the Cal Poly moniker, consisting of at least 2 accepted peer reviewed journal publications
       - 2 grant applications submitted

     - <u>Full Professor</u>:
       - Continue research and publication activity

Since every situation is unique, there may be scholarship activities that are not included in this document. If a candidate wishes to deviate from the outlined criteria, they must obtain written permission from the DPRC and Department Head.

Animal Science Department
Statement on Scholarship
Approved by unanimous tenured faculty vote May 16, 2018
Effective 2021-2022 Academic Year

The goals outlined in the candidate's annual ZEBRA should align with the Department's Strategic Vision. The Department's Strategic Vision is as follows:

Cal Poly Animal Science Department is the premier provider of Learn by Doing undergraduate and graduate education in animal science.

The following guidelines are intended to provide clarity in the area of scholarship expectations for Animal Science Department faculty engaged in the tenure and promotion process.

1. Candidates in the Animal Science Department are encouraged to align their scholarship and teaching. To better support candidates in this effort and help them to remain on-track regarding expectations and metrics of evaluation, they will have annual meetings during the Pre-Tenure period with their Department Professional Review Committees (DPRC) and the Department Head to discuss their ZEBRA prior to submission of Working Personnel Action File (WPAF) materials.

   Mid-level reviews (Post-Tenure) will be conducted by the DPRC to offer feedback on progress to promotion at the half way point between scheduled promotions.

   In each case, the reviews are meant to be consultative in nature and are intended to provide clarity and guidance on appropriate activities in support of success through tenure and promotions based on mutual understanding of expectations for each candidate.

2. Student research experience is widely recognized as a high-impact educational practice (AACU), and student involvement in faculty scholarship is strongly encouraged. As is stated in the Academic Senate Resolution adopting the Teacher-Scholar Model, faculty are encouraged to "include, when possible, meaningful student engagement in faculty scholarly activity and inclusion of scholarship in teaching to create vibrant learning experiences for students." (AS-725-11)

3. Appropriate avenues for the demonstration of scholarly efforts include:

- Peer Reviewed Publications in Reputable Journals* –as appropriate to the candidate's specific discipline, and emanating from work done while employed at Cal Poly

  *The Department does not support publication or presentation in forums viewed by the Animal Science discipline, and the wider scientific community, as "predatory" in nature.

- Other (this list provides examples but is not exhaustive)

- o Peer Reviewed Paper Presentations, Posters & Proceedings
- o Leadership Roles in Professional Societies / Associations
- o Professional Conference Organization / Hosting
- o Technical Papers / Distributed Educational Materials
- o Industry Reports
- o Industry or Practitioner Publications (e.g. The Meating Place, Hoard's Dairyman, etc)
- o Books, Chapters, Editorship
- o Journal Editorship, Section Editor

4. As a candidate persists, the expectation for contribution to the efforts of the department, college, university, and discipline increase. The *minimum* expectations for promotion from one level to the next are outlined as follows:

Assistant to Associate Professor:

- 2 Peer Reviewed Publications with at least one as lead author or senior author
- Demonstrated activity in the "Other" category
- Demonstrated ability to obtain external financial support for scholarly activity as PI

Associate to Full Professor:

- 2 Peer Reviewed Publications as lead author or senior author as Associate Professor
- Demonstrated activity in the "Other" category
- Continued activity to secure financial support for scholarly activity as PI or Co-PI

Full Professor:

- Continue research and publication activity

5. It is the Department's intent to support the reasonable travel of faculty whose work is accepted for presentation. As the Department budget is centrally-controlled by the College of Agriculture, Food and Environmental Sciences, the budget is not predictable. If a candidate's work is accepted for presentation at a professional conference or meeting, financial support could also be sought. Candidates are encouraged to develop a proposal for professional development support to be delivered to the Department Head and the Dean.

6. Every tenure and promotion situation is unique. There may be concerns or ideas not included in this document. If a candidate desires to deviate from these criteria, they must obtain written permission from the DPRC and Department Head.

BioResource and Agricultural Engineering Department
Statement on Scholarship

Approved by BRAE faculty on October 5, 2021
Approved by CAFES Governance Committee during AY 2021-22.
Approved by Dean Thulin on September 23, 2022.

Effective 2022-2023 Academic Year

1. The goals outlined in the candidate's annual Professional Development Plan should align with the Department's Strategic Vision. The Department's Strategic Vision is as follows:
    The mission of the BioResource and Agricultural Engineering Department is the study, teaching, and practice of engineering and systems management support for agriculture.

2. Ideally, candidates in the BRAE Department will have the opportunity to align their scholarship and teaching. To better support candidates in this effort and help them to remain on-track regarding expectations and metrics of evaluation, they will have annual meetings (Pre-Tenure) with their Department Professional Review Committees (DPRC) and the Department Head to discuss their ZEBRA prior to submission of Working Personnel Action File (WPAF) materials.

3. Faculty are encouraged to include students in their scholarship as projects, student talent and student motivation permit. While considered valuable experiences for both students and faculty, such involvement is not a requirement for the tenure and promotion process.

4. Appropriate avenues for the presentation of scholarly efforts include:
    *   Peer Reviewed Journals
        a. Refer to the list of approved journals for publication (in department office).
        b. If you wish to publish in a journal not on the list, you must communicate this with at least one member of the DPRC.

    *   Other
        a. Peer Reviewed Paper Presentations, Posters & Proceedings
        b. Technical Papers/Distributed Educational Videos
        c. Reports
        d. Books, Chapters, Editors
        e. Broadcast/Documentary Films/Video Production
        f. Present a 50-minute seminar to CAFES Research Seminar Series
        g. External grant applications above and beyond the number of applications required by the level of advancement.
        h. Patent

5. As a candidate persists, the expectation for contribution to the efforts of the department, college, university, and discipline increase.
    *   The scholarship expectations for promotion from one level to the next are outlined as follows.
        o <u>Assistant to Associate Professor</u>: Complete everything from this list:
            *   2 peer-reviewed journal articles from work done at Cal Poly, at least one

of which has been published. The other paper may be in submission and review status.
- 3 from "Other," as described above.
- Apply for seed grant and at least three externally funded grants. Eligible funding includes industry-sponsored and fee-for-service projects.
- Obtain at least one grant, internal or external

o <u>Associate to Full Professor</u>: Complete everything from this list:
- 2 peer-reviewed journal articles from work done at Cal Poly, at least one of which has been published. The other paper may be in submission and review status. Must be first author for at least one of these manuscripts.
- Obtain cumulative external grant or fee-for-service and donations with intent to fund specific projects of at least $100,000 since promotion to Associate Professor. This funding must come to Cal Poly.
- 3 from "Other," as described above.

o <u>Full Professor</u>: Continue research and publication activity

Since every situation is unique, there may be things that we have not thought to include in this document. If a candidate wishes to deviate from these criteria, they must obtain written permission from the DPRC and department head.

The faculty of the Experience Industry Management Department believe in the integration of the Teacher-Scholar Model, as defined by Boyer (1990), endorsed by Cal Poly through Academic Senate Resolution AS-725-11, and established by the department through the addendum in March 2013 (see Addendum 1).

The criteria that appears below should serve as a means of establishing expectations for probationary faculty for promotion from assistant to associate professor <u>and</u> for tenured faculty for promotion from associate to full professor. These criteria should also set expectations for the awarding of tenure for probationary faculty.

The primary message intended to be communicated through these criteria is that probationary and tenured faculty are expected to establish a clear and focused research agenda that supports their teaching, engages students in the high impact practice of undergraduate student (*and graduate student, if appropriate*) research, enhances applied and theoretical knowledge in the experience industry, and furthers the department, college, and Cal Poly's reputation on a state, regional, national, and international scale.

The criteria for promotion and tenure are as follows:

Publications
- Assistant to associate professor (*includes awarding of tenure*)
  - Four (4) peer-reviewed publications (see department head for list of acceptable journals) with the faculty member as lead author <u>or</u> principal investigator for at least one (1) publication.
  - Six (6) additional publications (includes books, book chapters, published proceedings, trade publications, lower-tier journal articles, invited papers, technical reports, editorships, or published book reviews) with the faculty member as lead author <u>or</u> principal investigator for at least two (2) publications.
    Note. One (1) publication in each of these areas (i.e., peer-reviewed additional publications) derived from prior research may be counted, provided the article is published while at Cal Poly and includes Cal Poly as the author's current institution.
- Associate to full professor
  - Four (4) peer-reviewed publications (see department head for list of acceptable journals) with the faculty member as lead author <u>or</u> principal investigator for at least two (2) publications.
  - Four (4) additional publications (includes books, book chapters, published proceedings, trade publications, invited papers, technical reports, editorships, & published book reviews) with the faculty member as lead author <u>or</u> principal investigator for at least two (2) publications.

Note. The number of additional publications is lower for promotion from associate to full professor due to the expectation that textbooks, major book projects, and/or editorships are more likely during this time period and are naturally more involved than the other types of additional publications listed here.

Presentations
- Assistant to associate professor (*includes awarding of tenure*)
  - Eight (8) competitively accepted, invited, or keynote presentations at state, regional, national, or international conferences or meetings with the faculty member as lead presenter <u>or</u> principal investigator for at least four (4) presentations (may include posters).
    Note. A maximum of two (2) posters and two (2) panel presentations may be included in this total.

- Associate to full professor
  - Eight (8) competitively accepted, invited, or keynote presentations at state, regional, national, or international conferences or meetings with the faculty member as lead presenter <u>or</u> principal investigator for at least four (4) presentations (may include posters).
    Note. A maximum of one (1) poster and one (1) panel presentation may be included in this total.

Grants & Contracts

- Assistant to associate professor (*includes awarding of tenure*)
  - Active application for funding from a variety of internal and/or external agencies and/or industry. In general, it is expected that faculty members will apply for grants each year, until such time that sufficient funding is in place to sustain scholarly activity and additional grants would hinder the faculty member's ability to complete the already-funded projects.
- Associate to full professor
  - Active application for funding from a variety of internal and/or external agencies and/or industry. In general, it is expected that faculty members will demonstrate an ability to secure and sustain external funding to support a well-established research agenda (*amount of contract/s should be appropriate and commensurate with funding availability for area of study*).

Addendum 1
Experience Industry Management
Department Statement on Teacher-Scholar Model
(established March 2013 and effective 2013-14)

Effective March 8, 2011, California Polytechnic State University, San Luis Obispo adopted the Teacher-Scholar Model, as defined by Boyer (1990). The purpose of this supplemental document to the CAFES RPT Policies and Procedures Manual is to articulate the following:

- Academic Senate Resolution AS-725-11: *That scholarship be defined in general terms as the scholarship of discovery, application/engagement, integration, and teaching/learning (Boyer, 1990), implemented in a discipline-specific manner while mindful of Cal Poly's mission;*

- The Provost's charge to Cal Poly's departments and colleges (AS-725-12) is "to review and approve RPT Guidelines in a discipline-specific manner, including a definition of the Teacher-Scholar Model…as a guide for all faculty members in order to create a sustainable and rewarding career for faculty;"

This document includes a response to these charges. Specifically:

- Our departmental interpretation of Boyer's (1990) categories for scholarship, which help us articulate the following:

    o The value we place on the role of inclusive excellence in the scholarship of teaching and learning.

    o Our recognition of success in both applied (scholarship of engagement) and basic research (scholarship of discovery, scholarship of integration) as valued options for retention, promotion, and tenure.

    o Our departmental mechanisms for recognizing faculty investments in undergraduate research (scholarship of discovery & scholarship of teaching).

    o Our departmental mechanisms for recognizing and evaluating innovative approaches to teaching (scholarship of teaching) and scholarly (scholarship of discovery, integration, engagement) activity.

    o Our departmental guidelines for recognizing service (scholarship of engagement) to the discipline, university, college, department, and community.

- A proposed adjustment to the *Guidelines for the Working Personnel Action File* to better follow the Teacher-Scholar Model.

- We define the criteria and expectations for the evaluation of lecturers.

- We provide departmental policies and procedures for the appointment of RPT Peer Review Committees for tenure-track faculty and lecturers.

Departmental Definition of the Teacher-Scholar Model (Boyer, 1990)[i]

- Scholarship of Discovery: According to Boyer, the *scholarship of discovery* "comes the closest to what academics mean when they speak of research" (p. 17).

    o The Experience Industry Management Department defines the *Scholarship of Discovery* as research in one's area of expertise, which may exist on a continuum from basic to applied research.

- Scholarship of Integration: Boyer defines the *scholarship of integration* as that which makes "connections within and between the disciplines, placing the specialties in larger context, illuminating data in a revealing way, often educating non-specialists, too…[it is] serious disciplined work that seeks to interpret, draw together, and bring new insight to bear on original research" (pp. 18-19). It "also means interpretation, fitting one's own research – or the research of others – into larger intellectual patterns" (p. 19).

    o The Experience Industry Management Department defines the *Scholarship of Integration* as collaborative activity both within the Department (due to the diverse and interdisciplinary nature of our discipline), across the College/University, and across the discipline with colleagues throughout the Country/Internationally.

- Scholarship of Engagement/Application: This form of scholarship is defined by Boyer as that which "moves toward engagement as the scholar asks, 'How can knowledge be reasonably applied to consequential problems?'" (p. 21). "New intellectual understandings can arise from the very act of application…" (p. 23).

    o The Experience Industry Management Department defines the *Scholarship of Engagement/Application* as collaborative activity and engagement with external constituencies, as well as service to the discipline, university, college, and department.

    o The Experience Industry Management Department recognizes that there can be considerable overlap between the *Scholarship of Discovery* and the *Scholarship of Engagement*, due to the applied nature of the Recreation, Parks, Tourism and Related Disciplines. Therefore, evidence of external validation and peer review within this form of scholarship are highly valued.

- Scholarship of Teaching and Learning: Surprisingly, Boyer did not adequately define the *Scholarship of Teaching* but did provide a framework in support of active learning, critical thinking, and lifelong learning. Therefore, more formal definitions have emerged and have been included below.

    o The Experience Industry Management Department defines the *Scholarship of Teaching and Learning* as the following:

        ▪ That which includes "problem posing about an issue of teaching or learning, study of the problem through methods appropriate to the disciplinary epistemologies, applications of results to practice, communication of results, self-reflection, and peer review" (Cambridge, 2001)[ii].

        ▪ That which creates an atmosphere of inclusive excellence – both in the expression of course objectives (through lesson plans and course content) and the creation of the learning environment.

- That which invites the participation of both graduate and undergraduate students in research, either in the form of original research (generated by the student) or with faculty projects (which the faculty recognize as an overlap with the *Scholarship of Discovery*).

- That which embraces Cal Poly's mission of *Learn by Doing* by incorporating experiential learning experiences into the curriculum.

- That which includes a process of reflective practice, both in the incorporation of course learning objectives and/or COAPRT 7.0 Learning Outcomes (when applicable) to course design, as well as in the measurement of the achievement of those learning outcomes, the analysis of that data, and the application of those outcomes into the instruction of future courses.

- That which incorporates the feedback from peer evaluations and results from student evaluations in the reflective practice.

- That which includes participation in professional development experiences designed to enhance the candidate's reflective practice of the scholarship of teaching.

Proposed Revisions to the Guidelines for the Working Personnel Action File

To better embrace the Teacher-Scholar model, the Experience Industry Management Department recommends and embraces the attached revisions to the Guidelines for the Working Personnel Action File. The revisions include narratives for sections II, III, and IV of the Guidelines in which the candidates will summarize the Departmental definition of the applicable category/ies of scholarship for that section, and document how the activity in that section relates to that/those area/s of scholarship. Other proposed changes include the movement of some items to different areas of review (see attached).

Policies and Procedures for the appointment and responsibilities of RPT Peer Review Committees for tenure-track.

The following personnel policies of the Experience Industry Management Department are complimentary to those in the faculty contract and shall not be construed as to supersede any such policies of the University or College of Agriculture, Food, and Environmental Sciences. In the event of a conflict between this policy and campus policy or the faculty unit contract, the campus policy or contract shall govern.

<u>Retention, Promotion, and Tenure (RPT) Committee Composition and Decisions</u>
The Experience Industry Management tenured faculty shall serve on the Peer Review Committee (PRC) for the purpose of evaluation and recommendation of the Experience Industry Management faculty candidates for retention, promotion, and tenure. The PRC members must hold higher rank to that of any promotion candidates under evaluation, and not be a candidate for promotion themselves. A subcommittee of at least three faculty of higher rank than the candidate will be elected by the tenured and tenure-track faculty to serve on the behalf of the PRC. Per the CAFES Faculty Personnel Policies and Procedures, in the case that a special review committee is necessary, at least one of the subcommittee members must be a Experience Industry Management faculty member, and the subcommittee members must be able to serve throughout the RPT review period. The PRC subcommittees will evaluate the candidate(s) and report back to the PRC with their recommendations. All members of the PRC will vote on RPT recommendations to be forwarded to the candidate and to the Department Head. A majority vote of the PRC is required to endorse the subcommittee's recommendations. Any dissenting members will submit a minority report.

The Experience Industry Management tenured and tenure-track faculty will revisit, revise (if necessary), and vote on this policy annually at the Experience Industry Management Fall Retreat.

Criteria and Expectations for the Evaluation of Lecturers

- The Experience Industry Management faculty believe the Teacher-Scholar model should be incorporated into the criteria and expectations for the evaluation of full-time lecturers and part-time lecturers with entitlement. However, the focus of the evaluation should be on a lecturer's involvement in the Scholarships of Integration, Engagement, and Teaching/Learning, with the primary focus being in the Scholarship of Teaching & Learning.

    o The primary consideration of lecturers will be performance in teaching.

    o Lecturers should engage in professional growth and development to maintain their currency in their discipline.

    o Lecturers should be involved in discipline, departmental, college, and/or university activities as assigned.

    o Lecturers will be evaluated based on their appointment and contract.

- The Experience Industry Management Department has established the following criteria for the selection and responsibilities of the Peer Review Committee (PRC) for the Evaluation of Lecturers.

    o The following personnel policies of the Experience Industry Management Department are complimentary to those in the faculty unit contract and shall not be construed as to supersede any such policies of the University or College of Agriculture, Food, and Environmental Sciences. In the event of a conflict between this policy and campus policy or the faculty unit contract, the campus policy or contract shall govern.

    o A committee of three tenured faculty shall serve on the Peer Review Committee (PRC) for the purpose of evaluation of the lecturer's achievement on the criteria noted previously.

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[i] Boyer, E.L. (1990). *Scholarship reconsidered: Priorities of the professoriate.* New York, NY: John Wiley & Sons.

[ii] Cambridge, B. (2001). Fostering the scholarship of teaching and learning: Communities of Practice. In D. Lieberman & C. Wehlburg (Eds.), *To improve the academy* (pp. 3-16). Boston, MA: Anker

FOOD SCIENCE RPT STATEMENT ON SCHOLARSHIP

Effective 2021-2022 Academic Year

A. TENURE AND PROMOTION

1. The tenure-track faculty will work very closely with the RPT committee to develop the professional development plan and the WPAF. The faculty will meet with the committee twice a year (Fall and Spring quarters).

2. Workload: The department is expected to provide assigned time for scholarly activities (in addition to assigned time for course development/preparation).

   Faculty will provide a table listing workload for each year (an example Table shown below) and describe accomplishments and progression in scholarly activities commensurate with the workload distribution.

Table W-1. Workload distribution during the review period (2019- 2021).

Timeline	Assigned Workload Distribution				
	Unit	Teaching	Research	Service	Others
2019	WTU				
	%				
2020	WTU				
	%				
2021	WTU				
	%				

3. Alignment of scholarship and teaching: If funding allows, faculty are encouraged to align scholarship and teaching. This may allow sharing of resources and progression in scholarly activities in the context of the teacher-scholar initiative.

4. Sustainability of scholarly activities: Faculty should consider research infrastructure at Cal Poly, research funding availability, California food industry needs and teaching load to develop a sustainable program for scholarly activities.

5. Grant Applications: Tenure Track Faculty are expected to apply for internal funding to kick off research activities from sources such as 1) ARI Seed and Campus Grants within CAFES, 2) the Research, Scholarly, and Creative Activities Grant Program within Cal Poly, 3) the Southern California IFT Section Research/Teaching Grants, and/or 4) other internal and external (funding agency, commodity groups or corporate sponsored projects) funds as they become available. Probationary faculty should demonstrate the ability to secure funding for research and scholarly activities as either a Principal Investigator or a Co-Principal Investigator. All grants, funded or non-funded, are valued in this phase.

6. Student Involvement: Undergraduate and graduate students should be engaged in all scholarly activities and funded research projects. If class time is used as a research venue,

department funds may be used to support that activity (e.g., lab costs) if grant funding is not available. Graduate students are expected to publish manuscripts and/or present research at internal and/or external professional meetings from their research activities.

It is expected that non-tenured faculty take advantage of opportunities such as the CAFES Summer Undergraduate program to involve students in their research, as well as mentor FS blended (BS/MS) students.

7. <u>Avenues of Publication</u>: At least two articles should be published in peer-reviewed journals (RPT committee can be consulted in regards to journal selection). The faculty should describe extent (%) of involvement in each publication. In addition, a combination of the following will also be considered:
   - Books (complete books, book chapters, book editor)
   - Technical Papers and Reports (including proprietary reports)
   - Project Reports: Clear description of the outcomes of each funded project should be listed. Number of oral presentations, paper published, students involved, student graduated, etc., and the impact of the research described.
   - Presentations (invited, non-invited)
   - Trade Journal articles

   The candidate should provide a copy of the work to be reviewed by the committee.

   The Department does not support publication/presentation viewed by the Food Science discipline, and the wider scientific community, as predatory in nature.

8. <u>Use of department's discretionary fund in support of scholarly activities</u>: Department discretionary funds may be used to support scholarly activities during initial years if grant funding is not available. Tenured faculty will examine candidate's efforts to secure grant funding and make recommendation for departmental support.

2. PROMOTION TO FULL PROFESSOR

Associate professors will follow the guidelines described in section 1 (for Tenure and Promotion) in areas of workload, sustainability, grant applications and student involvement. Enhanced efforts in publications, student involvement (undergraduate, blended and graduate), and grant funding (ARI Campus and/or System wide; and/or external sponsors such as State, Federal, and/or corporate sponsors) are expected. Collaborative efforts within and outside CAFES and lead roles as PI in research are encouraged.

3. POST-TENURE REVIEW

Full professors will follow the guidelines described in section 2 (for Promotion to Full Professor) in areas of workload, sustainability, grant applications and student involvement. Professors are expected to maintain productivity and mentor junior faculty in scholarly activities.

Horticulture and Crop Science Department
Statement on Scholarship *(effective AY 2018-19)*
Approved by unanimous vote by tenured faculty on 05/30/2018

The faculty of the Horticulture and Crop Science Department believe in the integration of the Teacher-Scholar Model, as defined by Boyer (1990) and endorsed by Cal Poly through Academic Senate Resolution AS-725-11. **Faculty in the Horticulture and Crop Science Department typically have 100% teaching appointments but conduct research because it enriches faculty teaching and student learning. Research in the Department's areas of expertise typically requires multi-year studies to generate data sets that are sufficient and appropriate for peer-reviewed publication. Additionally, there is enormous variation in the amount of funding required and/or available for researchers in faculty areas of expertise. Taken together, these factors necessitate a flexible set of guidelines for HCS faculty to develop an appropriate research program.**

The criteria that appear below should serve as a means of establishing scholarship expectations for probationary faculty for promotion from assistant to associate professor <u>and</u> for promotion from associate to full professor. These criteria should also set expectations for the awarding of tenure for probationary faculty.

The primary message intended to be communicated through these criteria is that probationary and tenured faculty are expected to establish a focused research agenda that supports their teaching, enhances applied and theoretical knowledge in the industries of horticulture and/or crop science, and increases the Department's, College's, and Cal Poly's reputation. Faculty are encouraged to engage students in the high impact practice of research in ways appropriate to their research agenda and teaching appointment.

With respect to scholarly efforts, the criteria for promotion and tenure are as follows:

Assistant to associate professor (includes awarding of tenure)
- Publications
  - Two (2) peer-reviewed journal publications with the faculty member as principal investigator on at least one publication. The Department does not support publication or presentation in forums viewed as "predatory" in nature by its disciplines, and the wider scientific community. For examples of respected journals in our fields of expertise, faculty should refer to the current but not exhaustive list kept in the Department office.
  - To show progress in one's scholarship during the multi-year period typically required for peer-reviewed publications, faculty are encouraged to publish other externally validated materials such as published proceedings, trade publications, invited papers, technical reports, book chapters, books and published book reviews.
  - *Notes:*
    - *One (1) peer-reviewed publication derived from prior research will be counted, provided the article is published while at Cal Poly and includes Cal Poly as the author's current institution.*
    - *If the faculty member has more than two (2) peer-reviewed publications, the expectation is that other publication types will be less likely or fewer in number.*
- Presentations
  - Since faculty need to show progress in scholarship, disseminate research findings and foster interaction with peers, colleagues, and/or the industry during the multi-year period typically required for peer-reviewed publications, faculty should give presentations (or co-author presentations/posters with graduate students and/or Co-PIs) at competitively accepted, invited, or keynote presentations at state, regional, national, or international conferences or meetings.

- Grants and Contracts
  - Securing funding to support a research program is the responsibility of the individual faculty member. Faculty should seek funding appropriate and commensurate to the faculty member's research interests and the funding availability for their area of study. Examples of such funding include:
    - External grants from appropriate funding agencies
    - Industry support
    - Agricultural Research Institute grants
    - Internal grants from appropriate university units (e.g., CAFES, Center for Teaching, Learning and Technology, Research, Scholarly and Creative Activities Grant Program, etc.)
- Other Participation in and Service to the Profession
  - Faculty should be engaged in their profession. Examples of such engagement in and service to one's profession include but are not limited to, reviewer and/or editor for journals, reviewer for funding organizations, membership and leadership roles in a professional organization, and organizing or helping to put on a workshop, symposium, meeting or conference.

Associate to full professor
- Publications
  - Two (2) peer-reviewed publications with the faculty member as principal investigator for at least one (1) publication.
  - To show progress in one's scholarship during the multi-year period typically required for peer-reviewed publications, faculty are encouraged to publish other externally validated materials such as published proceedings, trade publications, invited papers, technical reports, book chapters, books and published book reviews.
  - *Notes:*
    - *If the faculty member has more than two (2) peer-reviewed publications, the expectation is that other publication types will be less likely or fewer in number.*
    - *The number of additional publications is the same as it is for promotion to associate professor due to the expectation that (1) teaching remains a faculty member's primary responsibility (2) service to the University and one's profession typically increases and (3) projects such as textbooks, major book projects, and/or editorships are more likely during this time period and are naturally more involved than the other types of additional publications listed here.*
- Presentations
  - Since faculty need to show progress in scholarship, disseminate research findings and continue to interact with peers, colleagues, and/or the industry during the multi-year period typically required for peer-reviewed publications, faculty should give presentations (or co-author presentations/posters with graduate students and/or Co-PIs) at competitively accepted, invited, or keynote presentations at state, regional, national, or international conferences or meetings.
- Grants and contracts
  - Faculty need to secure sufficient funding to support their research program.
- Other Participation in and Service to the Profession
  - Faculty should continue to be engaged in their profession. Examples of such engagement in and service to one's profession include but are not limited to, reviewer and/or editor for journals, reviewer for funding organizations, membership and leadership roles in a

professional organization, and organizing or helping to put on a workshop, symposium, meeting or conference.

Communication with Department Professional Review Committees (DPRC) and Department Head

- To better support candidates in this effort and help them to remain on-track regarding expectations and metrics of evaluation, faculty members will have
    - Annual meetings (Pre-Tenure) held jointly with their Department Professional Review Committee (DPRC) and Department Head to discuss their ZEBRA prior to submission of Working Personnel Action File (WPAF) materials.
    - Mid-level reviews (Post-Tenure) conducted by their DPRC to offer feedback on progress to promotion. These reviews are consultative in nature and outcomes will be shared with the Department Head for mentoring and guidance.

Every tenure and promotion situation is unique. There may be concerns or ideas not included in this document. If a faculty member desires to deviate from these criteria, this should be described in their ZEBRA so that the DPRC and other levels of review can comment as to whether this plan is acceptable.

**Natural Resources Management and Environmental Sciences Department
Statement on Scholarship**

Effective 2018-2019 Academic Year

The goals outlined in the candidate's annual ZEBRA should align with the Department's Strategic Vision. The Department's Strategic Vision is as follows:

> To be the premier applied undergraduate educational program in natural resources management and environmental sciences in the Western United States

The following guidelines are based on an assigned time allocation of 6 WTUs/year. If the amount of assigned time available is changed, then these guidelines will need to be prorated accordingly.

The following list provides guidelines in the area of scholarship for NRES Department faculty in the tenure/promotion process.

1. In order to support candidates in their pursuit of, and progress toward, tenure/promotion and help them to remain on-track regarding expectations and metrics of evaluation, they will have...
   - Annual meetings (Pre-Tenure) with their Department Professional Review Committees (DPRC) and the Department Head to discuss their yearly ZEBRA prior to submission of Working Personnel Action File (WPAF) materials.
2. Faculty are encouraged to involve undergraduate and graduate students in their scholarship as projects, student talent, and student motivation permit. While considered valuable experiences for both students and faculty, such involvement is not a requirement for the tenure and promotion process.
3. Appropriate avenues for demonstrating engagement in, and presentation of results of, scholarly activities include:
   - Peer Reviewed Journals
     a. Candidates are encouraged to communicate with at least one member of the DPRC the journal or journals in which they intend to submit manuscripts.
   - Other Scholarly Activities
     a. Peer reviewed paper presentations, posters and proceedings
     b. Technical reports/papers/distributed educational videos
     c. Presentations at conferences and/or professional meetings
     d. Grants and grant proposals
     e. Chair of a completed thesis committee
     f. Chairing and/or convening programs or workshops at professional meetings and/or conferences.
     g. Leadership roles in professional organizations
     h. Industry or Practitioner Publications (Ex. The Ag Ed Magazine, The Golden Slate and Ag Alert)

          i.   Books, book chapters, editor or book
          j.   Broadcast/documentary films/video production
          k.   Serving as editor, associate editor, and or reviewer (minimum of four) for peer-review journals
          l.   Publication of data sets

4. As a candidate persists, the expectation for contribution to the efforts of the department, college, university, and discipline increase.
   - The expectations for promotion from one level to the next are outlined as follows.
     - Assistant to Associate Professor:
       - 2 peer reviewed journal articles
       - 4 "Other" scholarly activities (see list above)
     - Associate to Full Professor:
       - 2 peer reviewed journal articles published on work done at Cal Poly
         - Recommended that the candidate be first or corresponding author on at least one of these manuscripts
       - 4 other scholarly activities (see list above)
     - Full Professor:
       - Continue research and publication activities
5. The Department does not support publication in journals and presentation at conferences viewed by the NRES department and the wider scientific community as "predatory" in nature or those peddling pseudo-science and academic fraud.

Given that every situation is unique, the criteria enumerated above may not be viewed as exhaustive but comprehensive, as there may be other appropriate avenues that have not been included in this document. If a candidate wishes or deems it necessary to deviate from these criteria, they must obtain written permission from the DPRC and department head.

Nutrition Program of the Food Science and Nutrition Department
Program Statement on Scholarship

Approved by tenured Nutrition Faculty vote May 24, 2018
Effective 2021-2022 Academic Year

The faculty of the Nutrition Program believe in the value of the Teacher-Scholar model for tenure track faculty. We believe that a commitment to quality teaching is the most important component of the model. We also believe that quality Scholarly activity is a highly valued and essential component. Expectations are provided below for Scholarly activity of tenure track faculty that are candidates for promotion or tenure.

The goals outlined in the candidate's annual ZEBRA should align with the Nutrition Program's Mission. The mission is as follows:

"Our guiding vision in the Nutrition program is to prepare our graduates through experiential learning to succeed in entry-level careers and graduate schools by providing them with cutting-edge nutrition knowledge to act as critical thinkers in solving 'real world' problems."

Candidates in the Nutrition Program should attempt to align their scholarship and teaching. It is expected that the candidate's research includes undergraduates (and Graduate students, if appropriate) in ways that provide "meaningful student engagement in faculty scholarly activity and inclusion of scholarship in teaching to create vibrant learning experiences for students." These expectations are included in the Academic Senate's Resolution (AS-725-11) adopting the Teacher-Scholar Model.

To better ensure candidates remain on-track regarding expectations and metrics of evaluation, pre-tenure candidates will have an annual meeting with their DPRC members and the DH as part of the candidate's review and evaluation process. If suggestions are made in the annual DPRC and DH written evaluations they should be addressed by the work of the candidate within the appropriate time frame.

Mid-level reviews (Post-Tenure) will be conducted by the DPRC to offer feedback on progress to promotion at the half way point between scheduled promotions. Meetings with pre-tenure and post-tenure faculty and their DPRC and DH are meant to be consultative in nature to provide clarity of expectations and guidance toward success.

In addition to items mentioned above, the criteria that appear below serve as a means of establishing expectations for probationary faculty for promotion from assistant to associate professor and for promotion from associate to full professor. The criteria also set expectations for the awarding of tenure.

The scholarship criteria for promotion and tenure are as follows:

Assistant to Associate Professor
Requirements (minimum):
        Two peer-reviewed publications with at least one as PI (lead or senior author)
        Demonstrated significant activity in "Other Scholarly Activities"
        Demonstrated ability to obtain external financial support for scholarly activity as PI

- **Publications (peer-reviewed)**
  - Two peer-reviewed research publications including work done at Cal Poly.
  - The candidate must be Principal Investigator for at least one publication.

1

- o At least one of the publications should include primary data. If secondary data is used for peer-reviewed publication(s) the work should be considered innovative in nature.
- o **Note.** One publication derived from prior research may be counted, provided the article is published while at Cal Poly and includes Cal Poly as the author's current institution. However, this will not count as the publication with the candidate serving as PI.
- o Publications must be in appropriate journals (see department office for list of appropriate journals).
- o Publications should include Cal Poly Nutrition undergraduate (or Graduate) students as co-authors as appropriate.

- **Other Scholarly Activities (list below includes examples but is not exhaustive)**
  - o Candidate must demonstrate significant activity in these "Other" activities
    - ▪ Presentations (must be off-campus) at state, regional, national, or international conferences or meetings with a minimum of one presentation as lead presenter (may include posters).
    - ▪ Books, Book Chapters, Editorship
    - ▪ Research Journal Editorship
    - ▪ Distributed educational materials
    - ▪ Leadership roles in professional societies

- **Grants & Contracts (list below includes examples but is not exhaustive)**
  - o Candidate must demonstrate ability to obtain external financial support for scholarly activity as PI that may include a variety of sources
    - ▪ external grant proposals developed and submitted to appropriate funding agencies (includes ARI and other funding agencies)
  - o Candidate may also utilize internal grant support
    - ▪ internal grant proposals developed and submitted to the appropriate university units (e.g., CAFES, RSCA, Center for Teaching, Learning, & Technology, Office of University Inclusion & Diversity, etc.)

Associate to Full Professor
Requirements (minimum):
Two peer-reviewed publications as PI (lead or senior author as Associate Professor)
Demonstrated significant activity in "Other Scholarly Activities"
Continued activity to obtain external financial support for scholarly activity as PI

- **Publications**
  - o Two peer-reviewed research publications including work done at Cal Poly.
  - o The candidate must be Principal Investigator for at least two publications as Associate Professor.
  - o If secondary data is used for peer-reviewed publication(s) the work should be considered innovative in nature.
  - o Publications must be in appropriate journals (see department office for list of appropriate journals).
  - o Publications should include Cal Poly Nutrition undergraduate (or Graduate) students as co-authors as appropriate.

- **Other Scholarly Activities (list above includes examples but is not exhaustive)**
  - o Candidate must demonstrate significant activity in these "Other" activities

- **Grants & Contracts (list above includes examples but is not exhaustive)**
  - Candidate must demonstrate ability to obtain external financial support for scholarly activity as PI that may include a variety of sources

Full Professor
Requirements:
 Continue productive research and scholarly activities

List of Acceptable Journals for Publications
- This list will be a separate document kept in the FSN Office.
- The journal list will be updated before October 1 each year and voted upon by the Nutrition tenured faculty.
- Journals may be added during the year if requested by a candidate and agreed to be appropriate by tenured Nutrition faculty.

Each promotion and tenure situation is unique. Consequently, there may be relevant items or details that are not included in this document. If a candidate wishes to deviate from these criteria, they must obtain written permission from the DPRC and DH.

Wine and Viticulture Department

Statement on Scholarship

Effective 2018 – 2019 Academic Year

The Wine and Viticulture Department is interdisciplinary, with three concentrations: Enology, Viticulture and Wine Business.

The Department supports the teacher-scholar model, and encourages faculty to be engaged in scholarly activities, including research, publication, professional society participation and peer-review.

In order for probationary faculty to meet the criteria for successful promotion and tenure, they will meet annually with the Department Peer Review Committee to discuss progress.

Student involvement in research projects as laboratory and/or field assistants is encouraged.

Because of the Department's discipline diversity, the criteria for promotion and tenure are divided into two groups: Enology/Viticulture and Wine Business.

The WVIT Department criteria for promotion and tenure are as follows:

Enology and Viticulture

Assistant to Associate Professor

- At least two peer-reviewed publications, either as original work in a scientific journal or book chapter (as long as the book chapter is subjected to the same peer-review process as a journal), and as long as the current institution affiliation is Cal Poly.
    - The CP faculty should be first author on at least one of these publications, and on the other, the faculty member should have functioned as principle investigator.
    - Viticulture and Enology specific journals are preferred (e.g., American Journal of Enology and Viticulture, Australian Journal of Grape and Wine Research, South African Journal of Enology and Viticulture, Journal of Wine Research, VITIS), but any legitimate journals, including special issues, with a connection to the disciplines of enology or viticulture are acceptable.
    - Publication in for-profit "predatory" journals is not legitimate.
- Evidence of funding attempts (applications) or awards (grants, contracts or gifts).
- Evidence of an active, ongoing research program and scholarly activities. These may include, but are not limited to
    - Reports to funding agencies
    - Articles in trade publications
    - Presentations at scientific conferences
    - Presentations at industry conferences or workshops

- o Participation as a manuscript peer-reviewer
- o Editor or associate editor of a scientific journal
- o Scientific society board member
- o Conference committee
- o Masters student advisor

Associate to Full Professor

- Two peer-reviewed publications from work done during Cal Poly tenure.
  - o The CP faculty member should have functioned as principle investigator on the project(s) from which the publications emanated.
- All other criteria listed above apply.

Full Professor 5-year review

- Continuation of scholarly activities listed above

Wine Business

Assistant to Associate Professor

- At least two peer reviewed journal articles, published or accepted for publication, from work done during Cal Poly tenure.
  - o The CP faculty should be first author on at least one of these publications, and on the other, the faculty member should have functioned as principle investigator.
  - o Preferred journals include: Journal of Wine Economics, International Journal of Wine Business Research, Journal of Wine Research, Wine Economics and Policy.
  - o Also acceptable are any peer-reviewed wine related journals, and any general journal which has a special issue focused on wine and/or spirits (e.g., British Food Journal, The Journal of the Food Distribution Research Society, International Food and Agribusiness Management Review)
- At least three other publications or presentations, which can include:
  - o Peer-reviewed book chapters
  - o Books
  - o Webinars
  - o Popular press articles
  - o Conference presentations (e.g., Academy of Wine Business Research, American Association of Wine Economists)
- Grant, contract and gift applications are encouraged

Associate to Full Professor

- At least three peer reviewed journal articles from work done during Cal Poly tenure.
  - o The CP faculty member should have functioned as principle investigator on the project(s) from which the publications emanated.

- At least three other publications or presentations
- Grant, contract and gift applications are encouraged
- All other criteria listed above apply

Full Professor 5-year review

- Continuation of scholarly activities listed above

Appendix 5: Scholarship Criteria for Tenure and Promotion from *CAFES Faculty and Personnel Policies and Procedures (September 2013)*

These College-wide criteria should be used for Departments whose own criteria have not yet become effective.

D. Evaluation Criteria

In all faculty personnel decisions, the candidate's teaching ability should be the most important evaluation criterion unless the faculty member's principal responsibility is a research/service appointment. Second, the candidate must be committed to professional growth and scholarly activities. Third, the candidate must provide service and/or leadership to the department, the college, the university, and/or the community. All candidates are expected to contribute significantly in each of the three main evaluation areas. However, it is recognized that the proportional contribution and excellence in teaching, professional growth and scholarly activities, and service will vary from candidate to candidate.

CAFES is committed to the Teacher-Scholar Model of faculty performance as defined in the Academic Senate Resolution AS-725-11 (Appendix 13). This resolution defines scholarship in general terms as the scholarship of discovery, application, integration, and teaching/learning (Boyer 1990).

The department PRC, department head, college PRC, and the college dean will evaluate the faculty member using criteria including but not limited to the following:

1. **Teaching Performance**

    The first and most important characteristic expected in a faculty member is the ability to teach well in the classroom, in supervised instruction, in the laboratory, and/or in the field. The faculty member has a responsibility to keep course material current and innovative and to advise students effectively. Evaluation of teaching includes competence in discipline, good course organization and presentation of learning outcomes, and effective communication and teaching techniques. Evaluative criteria are summarized in Appendix 14.

    Faculty members are encouraged to enhance their teaching skills by participation in seminars, short courses, and professional meetings focused on pedagogy and instructional technology.

Criteria for evaluating teaching performance will vary to some extent depending on the mode of instruction as described below. Therefore, it is important for candidates to describe in their WPAF the modes of instruction relevant to their assignment. Written student evaluations use the forms attached in Appendix 14.

Modes of Instruction:

a. Face-to-face classroom/laboratory instruction.

b. Online instruction

c. Supervised instruction.

- Special problems, individual study, Master's theses, senior projects, internships, and student teaching are forms of supervised instruction generally associated with university teaching. Student input should be considered in evaluating these.

- Advising and coaching of competitive teams (e.g., soil, crop, floral, and livestock judging, food product development, forestry, agricultural marketing, etc.) relevant to the agricultural professions are important forms of co-curricular instruction.

- The supervision of Student Enterprise projects is a unique type of activity assigned to some faculty in CAFES. This form of supervised instruction should also be considered in the evaluation of teaching performance. Care must be taken to ensure that instruction in this area is adequately evaluated and includes the input of both peers and enterprise students.

2. **Professional Growth and Scholarly Activities**

a. **Professional Growth**
Professional development is essential to enrich and upgrade faculty knowledge and skills, stimulate intellectual growth and professionalism, and enhance the learning experience of students. The Professional Development Plan should delineate the specific goals for teaching, professional growth and scholarly activities, and service.

b. **Scholarly Activities**
The highest standard for professional achievement is external validation. External validation can take many forms including refereed publications, receipt of competitive grants, invited and competitively accepted papers/presentations, national or regional publication of educational materials such as textbooks and software, scholarly leadership activities in professional societies, and productive collaborations with the

public or private sector. External validation includes publications from the doctoral dissertation. However, additional validation is required from work completed at Cal Poly that demonstrates establishment of scholarly achievement beyond the doctorate.

In addition to all other evidence described here, CAFES requires for promotion, either Assistant to Associate Professor or Associate to Full Professor, two (2) peer-reviewed publications beyond the dissertation publications. Faculty with a partial assignment (appointment, assigned time, release time) for scholarly activities will be held to proportionally higher levels of scholarly productivity. RPT review process may consider journal quality in assessing whether the publications meet minimum requirements and can use indicators of quality such as journal impact factors in making this determination.

3. Service

Faculty members are expected to willingly contribute to the department, CAFES, university, CSU, their profession, and/or to the community.

4. Other Factors of Consideration

In addition to teaching, professional development, and service, other evaluative criteria may include the faculty member's initiative, flexibility, dependability, professionalism, ability to effectively cooperate with colleagues, etc.

MEMORANDUM

To:	Andy Thulin, Dean College of Agriculture, Food and Environmental Sciences	**Date:**	October 3, 2022
From:	Cynthia Jackson-Elmoore, Ph.D. Provost and Executive Vice President for Academic Affairs	**Copies:**	Kathryn Rummell Jim Prince
Subject:	College of Agriculture, Food and Environmental Sciences Policies and Procedures for Faculty Recruitment, Retention, Promotion, and Tenure		

The subject document, approved by the CAFES Governance Committee during the 2021-22 academic year, is approved for immediate implementation. Please provide the College of Agriculture, Food and Environmental Sciences faculty access to the document as soon as possible.