

## *Service in the Retention, Tenure, and Promotion Process*

Paper prepared by Faculty Affairs Committee in response to a request in the 2002

budget act to review and report

on retention tenure and promotion process and to specifically address:

- The extent to which faculty service, as compared to research and teaching, is a consideration for promotion and tenure decisions.
- The extent to which faculty service in the area of recruitment, retention, or encouragement of the college aspirations of underrepresented student populations is recognized and considered in promotion and tenure decisions.
- The extent to which the emphasis on service as a consideration for promotion and tenure may vary by discipline.
- The impact that the recognition of, or lack of recognition, of service has played in the retention of a diverse faculty.
- Any modifications which may be necessary as it pertains to the recognition of service in the tenure and promotion process for faculty.



**ACADEMIC SENATE  
of  
THE CALIFORNIA STATE UNIVERSITY**

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401 Golden Shore, Suite 139  
562-951-4010/4015

Long Beach, California  
email: [jkegley@csub.edu](mailto:jkegley@csub.edu)

90802-4210  
FAX 562-951-4911

**Faculty Service in The California State University (CSU)  
An Integral Component in the Retention, Tenure, and Promotion of Faculty**

Report in response to a request in the Supplemental Report of the 2002 Budget Act  
Section 6610-001-0001

CSU Academic Senate Faculty Affairs Committee

Raford Boddy  
Jan Gregory  
Myron Hood  
Bill Meyer  
Dick Montanari  
Barry Pasternack  
Hank Reichman  
Bethany Shifflett  
Marshelle Thobaben  
Tom Warschauer

and

Lorie Roth (CSU Academic Affairs Liaison to Senate's Faculty Affairs Committee)

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## **Faculty Service in The California State University (CSU) An Integral Component in the Retention, Tenure, and Promotion of Faculty**

### **Executive Summary**

This report constitutes the CSU's response to a request for information on the consideration of faculty service in retention, tenure, and promotion (RTP) processes. A wide range of resources from systemwide reports to campus based policies were considered in the process of constructing this report. The dominant point, consistent across all sources, is that faculty service is indeed recognized, nurtured, rewarded, and counted in RTP processes in the CSU. Summary responses to the specific inquiries in the supplemental report of the 2002 budget follow:

- *The extent to which faculty service, as compared to research and teaching, is a consideration for promotion and tenure decisions.*

Campus RTP policies and CSU policies, reflective of the mission of the CSU, indicate that teaching is the highest priority while the balance between service and research can vary as a function of opportunities, resources, accreditation standards, and discipline.

- *The extent to which faculty service in the area of recruitment, retention, or encouragement of the college aspirations of under-represented student populations is recognized and considered in promotion and tenure decisions.*

It is quite clear, based on input at the campus level, as well as a review of policies, that this type of service is highly valued and definitely considered in RTP decisions.

- *The extent to which the emphasis on service as a consideration for promotion and tenure may vary by discipline.*

The emphasis does vary. In no instance however was it found that service was not counted or recognized in faculty review for RTP.

- *The impact that recognition, or lack of recognition, of service has played in the retention of a diverse faculty.*

Data indicate that the CSU has a diverse faculty, especially when compared to other post-secondary institutions, and that CSU faculty members from under-represented groups are retained and tenured at the same rate as other groups.

- *Any modifications that may be necessary as it pertains to the recognition of service in the tenure and promotion process for faculty.*

Based on its review, the CSU is making no proposals for changing RTP policies. Faculty can be expected to regularly review/revise RTP policy in the context of the changing expectations of the profession and make appropriate modifications when needed.

## **Faculty Service in The California State University (CSU) An Integral Component in the Retention, Tenure, and Promotion of Faculty**

### **Overview**

This document has been prepared in response to a request in the Supplemental Report of the 2002 Budget Act that called for information on retention, tenure, and promotion (RTP) processes for CSU faculty with specific attention to faculty service. The sources tapped to compile the information included university, college, and department RTP policies, CSU faculty and administrators, CSU reports on faculty recruitment and workload, CSU Academic Senate (ASCSU) resolutions and reports, CSU service learning data, CSU retention data, CSU trustee policies, and the faculty Collective Bargaining Agreement (CBA).

### **Roles and Responsibilities of Faculty**

The traditional responsibilities of faculty include teaching, scholarship/research, and service. Although there is no universally accepted definition for each of these areas of faculty responsibility, the most generally accepted standard can be found in the studies and reports produced by the U.S. Department of Education.

The federal Department of Education defines “teaching” as including these activities: preparing courses, presenting in class, grading papers, advising or supervising students, developing new curricula, and working with student organizations or intramural sports.

Research activities, according to federal definitions, include reviewing or preparing articles or books, making presentations at professional meetings or conferences, reviewing proposals, seeking outside funding, and giving performances or exhibitions in the fine or applied arts.

Service entails working on committees at the program, department, college, and university levels; serving in governance roles; being active in professional organizations; and generally using one’s professional expertise to serve the university and the community.

### **CSU Policy Documents Related to the Roles and Responsibilities of Faculty**

Each post-secondary institution is free to, and in fact has developed and modified its own definition of faculty responsibilities. In the California State University system, statements about faculty roles and responsibilities lie in at least three documents:

- Trustee policy promulgated on September 29, 1970
- Academic Senate Resolution 2268, approved in May 1995
- Collective Bargaining Agreement, 2002.

Clear consistency in expectations can be observed in these documents. The Trustee policy states that criteria for “faculty appointment, reappointment, tenure, promotion, and merit salary increases” include five areas of professional responsibility: “teaching performance, research and creative activity, contributions to the community, contributions to the institution, and possession

of appropriate academic training.” The policy also states that evaluation procedures “should reflect primary emphasis on teaching ability.”

Twenty-five years after this policy was promulgated, the Academic Senate CSU elaborated on the Trustee policy. In 1995, the senate adopted a position paper entitled “*Rewards for Faculty in the California State University*,” a document that included ten principles which comment in various ways on “faculty rewards categories and criteria.” The first principle reaffirms that “excellence in teaching [is] at the center of any system of rewards.” Another principle broadens the definition of “service” to include shared governance activities. Perhaps most significant, however, the principles explicitly introduce the idea of variety and relative values. The Senate suggests that priorities in faculty professional responsibilities may vary by discipline; in effect, that one discipline may value service very highly, while another discipline may emphasize scholarly activity. In addition, another principle suggests that faculty responsibilities may vary from one individual to another, and may vary in one individual’s career over time. In short, “*Rewards for Faculty in the California State University*” basically reaffirms Trustee policy (but explicitly includes shared governance under the Trustee category of “contributions to the institution”). However, the document also states that the five categories enumerated by the Trustees need not be applied evenly to all disciplines or all individuals. Appendix A provides information from other related ASCSU resolutions.

The third statement about faculty professional responsibilities lies in the 2002 collective bargaining agreement (CBA) between the CSU and the California Faculty Association (CFA). CBA Article 20.1.a states, “The primary professional responsibilities of instructional faculty members are: teaching, research, scholarship, creative activity, and service to the University, profession, and to the community.” The consistency alluded to earlier continues as is evidenced by CBA Article 20.1.e which states, “The parties understand that instructional faculty members may not normally participate in all activities identified in this Article during each academic term or year.”

It would appear, then, that the three groups who most strongly influence CSU faculty activities—the CSU Trustees, the Academic Senate CSU, and the California Faculty Association—have developed policies on faculty responsibilities that are remarkably clear and consistent. Collectively, they show that the criteria for RTP are well defined, and that the application of the criteria allows for variation among departments, among individuals, and within one individual’s career over time.

## **Faculty Service**

The range of service activities in which CSU faculty regularly engage is remarkable, particularly in the context of their academic course load and expectations with respect to scholarship. These activities include investment in shared governance at the department, college, university, and CSU level, service to professional societies/associations, community/public service, program and personnel assessment, administrative tasks, peer and student mentoring, faculty/staff/student recruitment and retention, outreach to under-represented groups, K-12 collaborations, and the design of curricula with community service components (See Appendix B). The classification of these activities into categories may vary by discipline and/or campus. For example, mentoring/advising of under-represented groups may be considered service in one department

yet counted under teaching in another. Across all areas, teaching, service, and scholarship evidence can be found that faculty are fully engaged in professional, community, and CSU service and are being recognized for it in the RTP process.

### **Campus (University level) RTP Policies**

The language of HEERA makes faculty, by way of the campus academic senates, responsible for defining the criteria and standards for tenure and promotion on each campus. Over time the principle of campus autonomy – the right of each campus to put its own “stamp” on local policy, practice, and “culture” – has proven essential to the vitality and core identity of each of the campuses. It is on each campus where principles become policy and processes for implementation are developed. In light of this, University level RTP policies from every CSU campus were collected and reviewed.

Appendix C provides in table format the criteria used by each campus and, where specified, the weights given to those criteria. The policies enumerated in this table reflect policies affecting faculty whose primary role is classroom teaching and not other colleagues in the faculty ranks, such as librarians or faculty administrators.

In the criteria for promotion and tenure specified by the campuses (see Appendix C) certain characteristics become clear. Although each campus has developed its own procedures and criteria for promotion and tenure decisions independently, there is a great deal of similarity among them. First every campus in the system directly states or strongly implies that teaching performance is the primary criterion for personnel decisions. This is consistent with state mandate, the California Master-plan for Higher Education, CSU Trustee policy, and the culture of the CSU. Few campuses state explicitly the relative priority of scholarship and service. However, generally listed second is some measure of professional growth, meaning research/scholarship/creative activity within one’s discipline. Often, this criterion is quite broadly specified allowing scholarly activities in the teaching and service category to be recognized as research. Finally, every campus includes a specific statement about service as a criterion for promotion and tenure, although the specific nomenclature varies somewhat.

This consideration of service in the review of faculty is not a new or emerging phenomenon. For example, the 1964 policy recommendation made by the San Jose State University Academic Council (now their academic senate), and subsequently approved by the campus president, states under the category of Criteria for Evaluation: “Evaluation shall require the appraisal of each candidate with respect to his rank and duties considering the record of his performance in the areas of a) Teaching, b) Research, Scholarship, and Creative Work, c) Professional Competence and Activity, and d) College and Public Service. In evaluating the candidate’s qualifications a reasonable degree of flexibility shall be exercised which shall insure the balancing of heavier workloads in one area against lighter workloads in another. However, superior attainment, as evidenced in teaching and in scholarship, research, or creative achievement, shall be an indispensable qualification of a candidate.”

Some campuses do provide guidance as to the relative ranking of these criteria and others delegate the ranking to their colleges, schools or departments. It is clear that, by policy, service is

always “counted” as a component in the promotion and tenure decision. The primary differences are in the extent to which strength in service can substitute for the absence of strength in professional growth. There is some flexibility in the range of acceptable performance in these areas. Strength in one can substitute for somewhat diminished engagement in the other provided that performance of each is evidenced at an acceptable level.

Many campuses specifically address the importance of service in mentoring students with diverse backgrounds. Given the diversity within the CSU, campuses have what some might find to be surprisingly similar policies regarding criteria for promotion and tenure decisions. Further, service is always a component in University policy regarding the review of faculty for retention, promotion and tenure. Clearly the way that individual faculty peer review committee members and administrators may view service will vary somewhat. But it is absolutely clear that service “counts.” Finally, in the collective judgment of the faculty of most campuses of the CSU, no amount of service is viewed as completely eliminating the faculty member’s obligations to pursue intellectual growth activities.

### **Campus (College/Department level) RTP Policies**

In addition to the review of university RTP policies, a selection of college and/or department level RTP policies was examined. In general, a review of college/department policies reveals unique traits and requirements of the disciplines but overall, they are similar to their campus policies and to each other, with minor discipline-specific variations. Since only a non-random sample was obtained, it is not possible to make inferences to the entire array of programs in the CSU. However, these policies do support the hypothesis that service is construed differently in different disciplines, and that the specific kinds of activities that have cachet in one discipline may vary from those important to others.

Most indicate that they weight teaching more heavily than either scholarship or service. This perspective on the relative importance of the three categories is reflected in documents from a wide variety of disciplines including: nursing, criminal justice, music, teacher education, philosophy, engineering, physical education, journalism, social work, ethnic studies (Asian American Studies, American Indian Studies, Black Studies), women studies, art history, speech and communications, professional studies of various kinds, and libraries.

The preponderance of the policies define service in its many manifestations as equal in value to scholarship; most if not all speak of it as an “obligation;” most encourage a broad or inclusive definition of service activities that should be considered, including contributions to the department, College and campus as well as to the surrounding community and local, state, and national or international professional communities. In short, faculty in the CSU say, on the whole, that they value service activity in many forms and arenas, and describe their stated criteria as intended to be neither “all-inclusive” nor “restrictive,” but rather as guidelines open to generous interpretation. One – unique in the CSU – does not recognize service as an independent category at all but contextualizes service in the scope of both teaching and scholarship/professional growth. All note that if it is to “count,” community service must be relevant to one’s field. In addition, most if not all ask candidates for retention, tenure and promotion to write a statement explaining the nature and significance of their activities and the

quality of their work in all review categories.

Interestingly, there is variation in the ways in which performance in the three categories are viewed. Some departments have a preference for service in the department or college rather than the campus; size of department may be a factor in this stated preference, as the increasing number of temporary faculty has forced upon a smaller and smaller number of senior faculty the obligatory work of the departments. Some differentiate the level and quality of performance required for tenure as against promotion, and for promotion to associate professor as contrasted to promotion to full professor. They commonly draw a line between effective and ineffective quality of performance in each category, between quality and kind of activity, and so on. One of the more noteworthy is a distinction between “essential” and “enhancing” activities, a distinction about which departments vary markedly where they make it at all. Some policies go into substantial detail about this distinction, seeing certain kinds of activities in each of the three categories as enhancing rather than essential. Among them in some cases are outreach to and recruitment of potential students; mentoring of matriculated students; activities designed to increase retention of high-risk students or to promote student diversity. (In other departments, though, these activities are seen as essential.) As an example, the departments of Asian-American Studies, Black Studies, and Chicano/Latino Studies on one campus differ in their statements about what is essential and what is enhancing: one includes consultancies and service on local boards as essential, but sees recruitment and student-group advising as enhancing; a second sees community-based research and work with student organizations as enhancing; a third says that direct activity in the external community is enhancing; the fourth is vague in its language.

Most CSU faculty know that they have a significantly higher academic workload than their peers in comparison institutions and may hesitate to ask, particularly of junior colleagues, a breadth of performance that eclipses that of earlier generations. This may account for the flexibility in policy and practice accorded to faculty to balance their engagement in scholarship and service as opportunities and/or the demands of their discipline/accrediting agencies present themselves.

### **Recruitment & Retention**

To take a closer look at the retention of faculty in the CSU an analysis was done of three cohorts of faculty members, those hired in the CSU at the assistant professor rank in 1994, 1995, and 1996. Specifically examined were the ethnicity and gender make-up of the faculty in the year they were hired together with the resulting make-up six years later. The intent was to determine whether there was a statistically significant shift in the make-up of the faculty over the six-year period normally required for a faculty member to gain tenure (see Table 1).

**Table 1**

	Total (percent) Hired	Total (percent) in CSU Six Years Later
African American	51(5.9%)	39 (6.1%)
Asian	134 (15.4%)	98 (14.4%)
Hispanic	88 (10.1%)	57 (8.9%)
Native American	8 (0.9%)	5 (0.8%)



Total Minority	281 (32.3%)	199 (31.2%)
White	573 (65.9%)	425 (66.7%)
Unknown/Other	15 (1.7%)	13 (2.0%)
Total	869	637
Female	449 (51.7%)	327 (51.3%)
Male	420 (48.3%)	310 (48.7%)
Total	869	637

The data in Table 1 was analyzed using a Chi-Squared test for independence. Specifically, three analyses were conducted. In the first analysis, the question pertained to the change in the percentages over the six years in the area of ethnicity. In the second analysis, the change in gender percentages was examined. In the third, a statistical analysis of the change in Hispanic faculty (the group that appeared to have the largest percentage shift over the six-year period) was conducted. Across all analyses, no statistically significant change in the percentages was observed<sup>1</sup>. The data clearly show that minority faculty are retained and tenured at the same rate as white faculty. Considered in the context of the pool of available PhD candidates reported by the National Center for Educational Statistics in 1995-96 (60.1% male; 13.7% minority) and 1997-1998 (58% men; 20.6% minority) the CSU is doing exceedingly well in the recruitment and retention of a diverse faculty.

### **Input from Faculty and Administrators at the Campus Level**

The ASCSU solicited input at the campus level by asking campus Senate Chairs in concert with their administration to provide insights, comments, and data related to the specific requests contained in the Supplemental Report of the 2002 Budget Act. Their responses are summarized by the specific categories of information requested in Appendix D. What was observed across the many responding campuses was:

- Campus RTP policies and CSU policies, reflective of the mission of the CSU, indicate that teaching is the highest priority while the balance between service and research can vary as a function of opportunities, resources, accreditation standards, and discipline. In no instance however was it found that service was not counted or recognized in faculty review for RTP

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<sup>1</sup>For this first test, we found that the Chi-Squared statistic was equal to 0.88. This is far below the critical Chi-Squared value (assuming  $\alpha = .05$ ) of 11.07. Hence, we could not reject the null hypothesis that the overall breakdown of faculty by ethnicity was independent of whether the individual was in the group of newly hired faculty versus being in the group of faculty in the system six years later. For this second test, we found that the Chi-Squared statistic was equal to 0.02. This is also far below the critical Chi-Squared value (assuming  $\alpha = .05$ ) of 3.84. Hence, we could not reject the null hypothesis that the overall breakdown of faculty by gender was independent of whether the individual was in the group of newly hired faculty versus being in the group of faculty in the system six years later. For the third analysis the Chi-Squared statistic was equal to .59. This is also far below the critical Chi-Squared value (assuming  $\alpha = .05$ ) of 3.84. Hence, we could not reject the null hypothesis comparing Hispanic and non-Hispanic faculty versus the faculty status over the six-year period.

- It is quite clear, based on input at the campus level, as well as a review of policies, that service in support of under-represented students is highly valued and definitely considered in RTP decisions.
- Recognition of service has been a positive element for an RTP candidate and in no case was it found that faculty service had an adverse impact on retention of a diverse faculty

## **Appendix A**

### **CSU Academic Senate Statements on Faculty Roles and Responsibilities**

A critical element in the effectiveness of shared governance, the ASCSU has, since its inception, provided substantive input and guided the development of many endeavors designed to enhance the CSU system's ability to excel at its mission. Central to much of the Senate's activities has been faculty issues. In addition to the position paper on rewards noted above, the ASCSU has studied and provided guidance on the changing demands and expectations required of all faculty as well as how new emerging activities faculty engage in need to be recognized and rewarded. Among these new demands are those that come from the increasing role that technology plays in delivering the curriculum, the proliferation of service learning in the curriculum, and faculty involvement in various aspects of campus assessment.

During its May 10-11, 2001 plenary session, the CSU Academic Senate passed a resolution pertaining to faculty rewards. The resolution, Alignment of Faculty Roles and Rewards Resolution, AS-2538-01/FA, recommends that the campus academic senates review and amend where appropriate the criteria for faculty reward systems. It recommends that each campus academic senate review and where appropriate amend RTP policies to ensure that all tenure-track faculty, particularly those newly hired, be advised of any changes made in personnel policies. The resolution also recommends that in order to reflect new and increased roles and responsibilities of the faculty, that the campus academic senates review and amend where appropriate the criteria for faculty reward systems (e.g., RTP). The resolution further recommends each campus academic senate encourage the departments/programs of their campuses to create mentoring programs for new tenure-track faculty to support the retention, tenure, and promotion of such faculty.

Another resolution passed by The Academic Senate of the California State University, addressed Faculty Recruitment and Retention, AS-2497-00/FA, which was passed during its May 4-5, 2000 plenary session. This resolution urges the Chancellor, the Board of Trustees, and the California Faculty Association to join the Academic Senate CSU in addressing the critical need to replace CSU faculty members approaching retirement with new tenure-track hires. It further recommends that each campus senate take a lead role in establishing a task force of administrators, senate, and union leadership to develop a faculty recruitment and retention plan.

At its February 1999 plenary session, the CSU Academic Senate passed the resolution, Criteria and Standards for Faculty Merit Increases, AS2438-98. The Academic Senate CSU had been asked by the CSU Chancellor's Office and the California Faculty Association to develop standards and criteria for the awarding of Faculty Merit Increases consistent with the Academic Senate's responsibility under Higher Education Employer-Employee Relations Act. The resolution urges the Chancellor and Board of Trustees to adopt the following criteria and standards for Faculty Merit Increases (provided in Article 31 of the Unit 3 CBA). Faculty Merit Increases may be granted for:

- the quality of the unit member's teaching alone;
- teaching and scholarship;
- teaching and service to the University and community; or
- teaching, scholarship, and service to the University and community

The CSU Academic Senate provided the following definition of service: Service to the University and community includes shared governance of the institution (CSU and its campuses) and activity applying the unit employee's expertise to benefit the University and its community in general. Examples of service include significant committee work; student outreach and retention; participation in university and community organizations, and professional associations.

During its May 9-10, 1996 plenary session the CSU Academic senate passed the resolution, Review of Campus Performance Salary Step Increase Policies, AS-2336-96/FA. This resolution recommends that the senate task force report, "*Discovering Faculty Merit: A Review of Criteria, Standards and Processes for the Award of Performance Salary Step Increases in the California State University*", be distributed to local campus senates for their consideration of its recommendations. Of particular interest is the task force's recommendation that Merit salary increases shall be awarded to individuals who demonstrate outstanding performance in one or more of the three recognized areas of professorial responsibility: teaching, scholarship or creative activity, and service.

## **Appendix B**

### **Community Service Learning in the CSU**

The Supplemental Report Language requests information specific to service in “the area of recruitment, retention, or encouragement of the college aspirations of under-represented student populations”. Because service in the CSU retention-tenure-and promotion process is defined much more broadly than this, it is difficult, when looking at campus policies, to find language that applies exactly and specifically to “under-represented students” or “under-served populations.”

Fortunately, however, the CSU can mine a rich trove of information on service to communities and to under-served populations because of the tremendous growth in the past five years of community service and service learning. In the academic year 1997-98, an Office of Community Service Learning was created in the CSU Chancellor’s Office to help support campus efforts. Five years later, in the 2002-03 academic year, nearly every CSU campus has a specific office of community service learning, and these offices, as well as the system site, have a wealth of data to show the growing importance of community service and service learning in the CSU.

Community service and community service-learning have longstanding traditions in the mission and purpose of the CSU. In the 1994 Student Needs and Priorities Survey (SNAPS), 49 percent of CSU students reported community service involvement. Based on these data, it was estimated that CSU students provide over 28 million hours of community service each year. The 1999 SNAPS data indicated that more than 135,000 CSU students performed a total of 33.6 million hours of community service annually.

CSU faculty are deeply involved in the development of community service learning opportunities for students. Understanding the importance of connecting students’ interest in community service with their academic endeavors, in 1997, the CSU adopted a Community Service-Learning Strategic Plan. The two objectives of the plan were to: (1) engage students at each CSU campus in at least one community service-learning experience prior to graduation, and (2) offer a continuum of community service opportunities at each CSU campus. As a result of these efforts, faculty at CSU campuses developed 327 courses with new service-learning components in 2000-01. Many of these courses offer more than one section, and therefore, it is estimated that over 475 sections that include a service-learning component were offered in the subsequent year, 2001-02, allowing an additional 12,000 students to experience service learning. The number continued to increase in 2001-02, when CSU faculty developed an additional 306 new courses, for a total of 389 additional sections.

CSU is continuing to increase the number of faculty trained in the pedagogy of service learning and the number of students involved in service learning and community service. The CSU has developed department-wide service learning initiatives to help more faculty become involved in community service learning. Thus far 23 CSU academic departments have participated in a week long workshop called the “Engaged Department Institute,” in which faculty in a department learn to connect their classrooms to the community. It is anticipated that 25 more departments will

participate in the Institute this year. The CSU is committed to helping faculty prepare students who not only have mastery of subject matter, but also have an understanding of their civic role in applying that knowledge to the challenges that society faces.

Whereas these activities show the tremendous growth of interest in community service learning, many of the efforts just described are not always explicitly addressed in the retention-tenure-promotion process. There are, however, four specific efforts that concretely and clearly show how the CSU is attempting to integrate community-service learning into the RTP process. These efforts include (1) the CSU Strategic Plan for Community Service Learning, (2) a systemwide work group on RTP and service learning, (3) a campus guide to “service learning and RTP,” and (4) a model revised RTP policy that recognizes community service learning.

First of all, the CSU Strategic Plan for Community Service Learning set as a goal to “build faculty support for community service learning.” Underneath this goal are four objectives, one of which is to recognize faculty involvement in community service in campus retention-tenure-promotion policies. Each year campuses report on their progress in meeting the goals and objectives of the strategic plan. In the 2001-02 update, 2 campuses reported that they had met the objective of integrating community service learning into the RTP process, 13 campuses reported that they were still working at this process, and 7 campuses did not report.

Second, several campuses still do not expressly designate community service learning in the RTP policies and because many campuses need assistance in understanding how to integrate this concept into RTP, the CSU Office of Community Service Learning established a working group, made up of faculty from campuses across the system, to provide advice, assistance, and models that may be of use to campuses. The working group has created a sample letter, addressed to campus academic senates, indicating how to begin and pursue the process of revising RTP policies to integrate community service learning. The working group provides models for how to document CSL activities in the RTP process for junior faculty, as well as models for how to evaluate community service learning when senior faculty are reading the dossiers of tenure or promotion candidates.

A third effort to institutionalize community service learning lies in the production of a document entitled “Service Learning and RTP Guide.” This report from Cal State Long Beach gives concrete, specific advice about how candidates can document their activities in community service learning in order to meet RTP requirements. The report also points out that work in community service learning is not restricted solely to the “service” category. Faculty who engage in CSL are also simultaneously improving their teaching methods and pedagogical strategies; hence CSL also falls under the RTP heading of “teaching.” In addition, many faculty who use CSL in their classrooms are also simultaneously conducting research on their students’ growth and development in this new form of active learning, and thus CSL can also count under the heading of “scholarship and research.”

Finally, the CSU system has produced an excellent model delineating how community service learning can be integrated into a campus’s RTP policies. In 2002, CSU Sacramento incorporated work in community service learning into its RTP policies, under all three of the traditional

faculty responsibilities: teaching, research, and service.

As is indicated in this survey of community service learning in the CSU, there are many significant efforts underway to help ensure that faculty are rewarded in the RTP process for their work in bringing together the academy and the community.

**Appendix C**  
**University Retention, Tenure, & Promotion Policy**

<b>Campus</b>	<b>Criteria</b>	<b>Service, Teaching, Scholarship</b>
Bakersfield	teaching success	teaching is principal requirement
	scholarly/creative activity	scholarly activity must receive favorable peer review (not limited to research and publication)
	Professionally related services to the University and to the community	particular consideration given to contributions to the innovative nature of the university
Channel Islands	Teaching & Instructional related activity	Excellent teaching central
	Scholarly & Creative activities	Essential that faculty demonstrate continued commitment, dedication, and growth as a scholar and/or creative artist
	Professional Service	Active and effective participation in the collegial processes of faculty governance; active and effective participation in University and Program based Committees; representation of the University within the CSU and within community groups
		There must be a minimum level of production in all categories
Chico	Instruction	Effectiveness in teaching is primary.
	Professional growth and achievement	Exceptional performance in one area can compensate for lesser performance in other areas.
	Other contributions to the university and community	circumstances may justify placing greater weight on a candidates outstanding achievements in one area or another
	Contributions to strategic plans.	
Dominguez Hills	teaching effectiveness	teaching effectiveness is the most important criteria for promotion
	scholarship	
	participation in university and community affairs	



Fresno	Teaching	A strong record of demonstrated teaching effectiveness is the primary and essential, but not sufficient, criterion for tenure. Although there is no weighting of the other (2) categories, an overall high level of performance in both categories, and a record of excellence in at least one category other than teaching must be documented.
	Professional growth	
	Service	Candidates need to provide evidence of outstanding service to the department, school, and university.
Fullerton	Teaching	Recognizes that teaching is the most important activity
	Scholarly	Faculty involvement in scholarly/creative activities is also essential
	Service	
Hayward	Instructional achievements	explicit list of service activities including “assistance in student activities” and “activities that enhance the University’s ability to serve the needs of a multiethnic and non-traditional student body.”
	professional achievements	
	internal university contributions	
	external representation	
Humboldt	Teaching effectiveness	Requires reasonable level in three non-teaching areas but “compensatory in combination. Strengths may be concentrated in one category even to the almost complete exclusion of the others.
	Scholarship	
	Service to the university	
	Service to the community	

Long Beach	Instruction and Instructionally Related Activities	The criteria for evaluation for each of the three areas of professional review (Instruction and Instructionally Related Activities, Scholarly and Creative Activities, Professional Service) are divided into two distinct categories: Essential and Enhancing criteria.
	Scholarly and Creative Activities	Essential criteria describe the nature and level of performance required of all faculty in the University. Enhancing criteria establish standards by which faculty, following diverse career paths, are evaluated beyond the Essential criteria.
	Professional Service	Professional service may be contributed to the University, the Community, and the discipline, but it must directly involve the academic expertise of the faculty member.
Los Angeles	A. Educational performance	Of the three categories, category A normally shall have the greatest weight. To receive a favorable recommendation for tenure and promotion at least satisfactory performance must be demonstrated in all three categories.
	B. Professional Achievement	Each faculty member shall have the discretion to develop, in collaboration with his/her chair and the appropriate department/division/school personnel committee, an individual professional plan.
	C. Contributions to the University	
Maritime Academy	Effectiveness in one's teaching	Teaching effectiveness is most important
	Service on behalf of the students, of the Academy, of the greater community	Both services and scholarly must be demonstrated
	Scholarly, creative, professional	Service includes "activities that enhance the Academy's ability to serve the needs of an ethnically diverse and non-traditional student body"
Monterey Bay	Teaching and Learning	Faculty members not expected to achieve equally in the four areas each are ranked as "adequate," "commendable," or "outstanding"
	Discovery, Creation and Integration	Teaching must be "commendable" or "outstanding," the others must average "commendable". Standards are set for each activity and level for promotion to full, one area must be "outstanding"
	Professional Application	
	University Service	

Northridge	Professional preparation	
	Teaching Effectiveness and Direct Instructional Contributions	Teaching is an “essential” criteria “no other contributions or service can substitute for effective teaching”
	Contributions to the Field of Study	“The university standard requires that the individual demonstrate continued growth as a recognized scholar”
	Contributions to the University and Community	service includes contributions normally expected of all faculty” “Positive recognition shall be given to those faculty who help the University serve students and community members from under represented groups”
	Professional and Personal Responsibilities	
Pomona	teaching performance	teaching of primary importance
	scholarly and creative activity	department policies must specify the relative weights of each area
	service to the university and profession	
Sacramento	Teaching performance	Competent teaching performance shall be primary and essential but not sufficient
	Scholarly/creative	
	Contributions to community	Contributions to the Community includes community outreach activities including educational equity
	Contributions to Institution	Contributions to the Institution include advising students, advising student clubs, and educational equity efforts.
San Bernardino	Excellent teaching	These criteria shall be applied to all persons seeking retention, tenure and/or promotion as members of the tenure track faculty and to all faculty subject to periodic evaluation.
	Active and substantive professional growth	
	Professional service to the University, and/or community	Service should be consistent with the teaching abilities, expertise and leadership qualities of the faculty member, and should foster an intellectual relationship with the off-campus community.

San Diego	Teaching effectiveness	Teaching effectiveness is the Primary qualification
	Professional Growth	Professional growth shall be essential
	Service to the University	service to the university shall be essential to the excellence of the University and shall be weighted accordingly
		When a candidate distinguishes himself or herself in performing such duties to the significant benefit of the University and when this performance is appropriately documented over a significant time, such service for the university shall have more than the usual bearing on reappointment, tenure and promotion decisions.
San Francisco	Teaching Performance	the primary emphasis is on teaching performance
	Growth	“there is no order of priority between the non teaching criteria”weights vary by discipline, college, assignment
	Campus and Community	
San Jose	Academic assignment.	Teaching effectiveness is normally not sufficient without appropriate scholarly, artistic, professional achievement
	Scholarly, artistic professional.	Service is ordinarily evaluated as part of academic assignment
San Luis Obispo	Teaching	criteria should emphasize teaching but also include other two areas
	Professional growth	
	Service to university and community	service activities are evaluated for every faculty service includes academic advisement, diversity-related activities and placement follow-up
San Marcos	The university document describes the process. Specific criteria and weights are developed by the departments or colleges.	“At San Marcos, greater emphasis is placed on teaching than on research and service; however, all faculty must engage in both research and service in order to receive promotion and/or tenure.”

Sonoma	a. Teaching Effectiveness	
	b. Scholarship, Research, Creative Achievement, and Professional Development	
	c. Service to the University	Examples of service to the University wide ranging and include ability to serve the needs of a diverse student body.
	d. Public Service and Service to the Community	
Stanislaus	Teaching proficiency	
	scholarly or equivalent creative activity	
	professional preparation	
	participation in university affairs	“university affairs” is a service criterion that includes service to the department , university profession and the community

## **Appendix D**

### **Campus Responses to Inquiries in Supplemental Report of the 2002 Budget**

Campus Academic Senate chairs were asked to, in concert, with their academic administration to respond from their campus' perspective to each of the questions the report was asked to address. Their input is presented below. Each bullet marks the start of a different campus statement.

*The extent to which faculty service, as compared to research and teaching, is a consideration for promotion and tenure decisions.*

- The criteria for promotion and tenure are at least satisfactory performance in each of the three areas of educational performance (teaching and related educational activities), professional achievement (research, scholarly publications, creative activities, etc.), and contributions to the university (service is included in the contributions area). The language from the faculty handbook states: "Faculty members are evaluated on the basis of their performance in the following categories: A) educational performance; B) professional achievement; C) contributions to the University.

Of the three categories, category A normally shall have the greatest weight. To receive a favorable recommendation for tenure and promotion at least satisfactory performance must be demonstrated in all three categories. In the case of a faculty member who is appointed or elected to a non-teaching position, consideration shall be given to performance in that assignment."

Successful candidates for retention, tenure, and/or promotion cannot be unsatisfactory in any of the three areas. What is "satisfactory" in the contributions area ("service") depends on the individual Colleges and Departments, which have their own written criteria in approved "Policies and Procedures for Faculty Appointment, Retention, Tenure and Promotion." We emphasize in the process that it is not quantity alone that counts in the RTP process, but the quality of the contribution. We expect that faculty will serve the local, state, and broader communities in various ways, including the recruitment of underrepresented groups for this campus and linking our students to quality graduate work opportunities.

- Teaching effectiveness is the primary criterion for all personnel actions; it is expressly stated in the RTP policy and actively carried out. Research, scholarship and creative activity is broadly defined and is important. ... while teaching is most important and research carries less weight, there is more variability in individual performances under the research, scholarship and creative activity criterion.

The criteria are listed in the usual order, teaching effectiveness; research, scholarship and creative activity and professional development; service to the university; service to the community. No weights are stated other than that teaching is primary. All faculty are expected to engage in service but extensive service cannot compensate for inadequate teaching effectiveness or weak scholarship.

- In RPT considerations on our campus, four criteria must be considered in the review process. These include: teaching proficiency, scholarship or other equivalent creative activities, extent and appropriateness of professional preparation, and participation in university affairs, Participation in university affairs is a service criterion that includes service to the department, to the university, to the profession, and to the community.

At our university, effective teaching is considered the highest priority in RPT considerations, but it is rarely sufficient, in and of itself, for success in the RPT process. Significant accomplishments in each area of review, is expected. An exceptional record of accomplishment in service, while very important, would not compensate for weakness in teaching or scholarly activities.

- Greater emphasis is placed on teaching than on research and service; however, all faculty must engage in both research and service in order to receive promotion and/or tenure.
- Service, Professional Growth, and Teaching are rated equally.
- All departmental documents must comply with university policy which requires that service to the university be an element of consideration. Departments make all determinations as to weight and importance of service that reflects their unique discipline and unique position in academe.
- When faculty and administrators refer to the three traditional areas of faculty performance, those areas are often cited in the following order, whether by habit or as a possible indication of importance: teaching, scholarship, service. It should be noted that the President has proffered a vision of a “communiversity”. He sees us becoming a leading urban university with multiple ties to the surrounding communities and with an emphasis on service through a diversity of programs.
- Faculty service is clearly a consideration, but not, except in unusual circumstances, valued as highly as teaching or scholarship.
- We include evidence of both internal university contributions and external representation as part of what we ask faculty to include in their dossier for promotion and tenure considerations. The “internal university contributions” include service through involvement in faculty government, committee membership, activities that enhance the university’s commitment to the needs of a multi-ethnic and non-traditional student body, the provision of assistance in student activities, and university administrative assignments. In general, service of these types, as well as evidence of relevant external representation, are seriously considered for promotion and tenure decisions.
- Teaching is weighted most heavily at the university level and by each department RTP criteria document. University policy does not assign weights to research and service; however, most department documents do. Scholarly and professional activity (including research) is most often weighted a little more heavily than service. The relative weights are not dramatically different. A number of departments weight scholarly and professional activity equally with service contributions.

- All three areas are included and considered in promotion and tenure decisions. The university panel never sees a PDS of a faculty member without service (i.e., it is expected that each faculty member contribute in the service area). That said, clearly, no one is recommended for promotion solely on the basis of service, as was true for only teaching or only professional growth. Good teaching is a precondition for a positive recommendation. For example, the panel had one case of a candidate who was outstanding in professional growth and service but there was no evidence presented as to teaching. It did not recommend the individual for tenure.

*The extent to which faculty service in the area of recruitment, retention, or encouragement of the college aspirations of under-represented student populations is recognized and considered in promotion and tenure decisions.*

- Faculty service in all areas is considered and recognized in promotion and tenure decisions. The mission and nature of our campus make it imperative that service to encourage the college aspirations of under-represented student populations be recognized and promoted, and there are several noted faculty, programs, and Departments that engage in this activity. The number, quality, and success of these activities are celebrated on this campus.

At the same time, it is the case that the College faculty committees that review retention, tenure and promotion cases, the Deans, and the Provost consider that satisfactory or better performance in each of the three areas is the sine qua non of retention, tenure and promotion.

In addition, faculty have the ability to submit an “individualized professional plan,” which specifies the faculty member’s goals and objectives and may change the balance or focus of performance among the three categories of educational performance, professional achievement, and contributions to the University. This is another way in which faculty who perform more service may receive credit for such activity.

- Faculty service in the area of recruitment, retention, or encouragement of the college aspirations of under-represented student populations is indeed recognized and considered for promotion and tenure decisions when it is somehow organized. Real examples are a faculty member who developed a program to work with Hispanic high school students, and another faculty member who has done extensive work with a Teacher Diversity project in Vallejo.
- Our campus does not track this type of faculty service separately. Faculty service, as a component of our RPT process is broadly defined and would permit this type of service to be included in RPT considerations.
- We define service broadly to encompass the department, college, university, professional societies, and the surrounding community. It is an individual decision as to how faculty divide their time between each of these. For example, some faculty concentrate their efforts toward the department, college, and University, and focus little attention on the surrounding community. Others may engage in service to the department and college and the surrounding



community. Regardless of how they divide their time, all faculty must engage in some level of service at the University. As for service to under-represented students, we have a variety of programs where faculty are involved with and mentor minority and under-represented populations of students:

We have approximately 25 student clubs and organizations, of which 15 faculty serve as the advisor. Seven of the clubs and organizations are specifically for minority and under-represented populations and 3 have faculty advisors.

The Office of Global Affairs focuses specifically on international students and approximately 25% of our faculty are involved in their events. All faculty through their academic discipline would advise and mentor students from various populations.

Through the Academia and Community Collaborating and Empowering Students Success (ACCESS) Program which services, in part, minority and under-represented student populations, the faculty and staff participate as workshop presenters, motivational speakers, Saturday and summer instructors, trainers of school district teachers and principals, and mentors and guides in areas of academic/curriculum development.

Through the Educational Achievement and Retention Services (EARS) program faculty mentor students from first generation and low-income families. Faculty participation in this program has been growing steadily.

All of the faculty members' endeavors would be documented in the service section of their Working Personnel Action Files (WPAF) for promotion and/or tenure.

- The consideration of faculty service of this type is explicitly included in our RPT document within the section labeled Internal University Contributions.
- The University policy does not contain details about the kinds of scholarly and professional activity nor about the kinds of service we value. Department documents are much more likely to provide this kind of detail. In providing detail, department documents are inclusive rather than exclusive; that is, they list some of the activities that faculty members may present as evidence of meeting service responsibilities. These lists include advising student clubs and other activities, and advising under-represented students. Faculty members engage in student recruitment activities such as Admissions Day on campus, recruiting visits to local feeder schools, etc. and these activities appear in their RTP dossiers and are given weight and value.
- We have active programs at the college and university level dedicated to the support of under-represented students. Candidates in the past have been recognized in RTP consideration for their contributions to these activities.
- Recruitment, retention, and mentoring of under-represented students is definitely recognized as one area of service. It counts no more nor less than other areas; i.e., there is a portfolio of services (department, college, and university committee work; involvement in the community or professional organizations; etc.) which the university community deems as valuable.

*The extent to which the emphasis on service as a consideration for promotion and tenure may vary by discipline.*

- There are clearly variations by discipline. They depend in part on opportunities and in part on the kind of activities that are appropriate. Faculty in the Colleges of Health and Human Services and the Charter College of Education engage in different kinds of service activities than those in the Colleges of Arts and Letters and Natural and Social Sciences simply because of the nature of their respective disciplines. Such differences are accounted for in the Colleges' and Departments' respective RTP documents.
- We expect faculty to participate in departmental service and in a year or so, to participate in university-wide service. That university-wide service can consist of any number of activities; service on a Senate committee, service on another university level committee such as the Scholarship Committee, service to major student organizations and on the Educational Mentoring Teams, and so forth. This standard of service is campus wide and does not vary by discipline. Community service, off campus, is more variable and while some community service is expected of everyone as a service to our city and region, expectations do seem to vary. Faculty in departments in which their expertise is directly related to regional needs are more likely to be expected to serve in a capacity related to their discipline, so that a faculty member in Nursing or Business Administration is often expected to serve in a related role while Philosophers can meet their expectations in a wider range of regional activities.
- The emphasis on service as a consideration for promotion and tenure does vary considerably by discipline at our university. Departments such as Social Work, Nursing, and Teacher Education place a higher value on community service in RPT evaluations.
- The emphasis on service as a consideration does vary by discipline. The position of the university RTP committee historically has been to honor and apply only those standards enumerated in the applicable RTP document. The committee believes it inappropriate and in violation of our charge to substitute our opinion(s) for the choices made by the faculty of a department and endorsed by the university.
- All faculty members are expected to engage in service in order to receive promotion and/or tenure. However, some colleges place more emphasis on service than others. The College of Education places the greatest emphasis on service due to the nature of their work and the mission they defined early in their formation. Their mission statement says they are "committed to diversity, educational equality, and social justice, exemplified through... and ongoing service." From the beginning, the faculty determined that working with the public schools would be a priority in order to enhance the quality of education and to serve as role models for teachers and students. Currently, in the College of Education there are two grants/programs, a CAMP grant and the Teacher Diversity Program, that are designed to assist minority and under-represented student populations. The College also has a Distinguished Teachers in Residence Program that provides 60 WTUs a year of assigned time to tenure track faculty for various school-based projects that benefit public education. At

least 50% of the current projects concentrate on minority and under-represented populations. In addition, our Library has dedicated one faculty position whose main responsibility is dedicated to multicultural outreach. This person has the responsibility of working with at risk students on library instruction.

- The emphasis on service (as compared with teaching and scholarship) does vary by discipline. However, teaching is expected to be emphasized most heavily, and neither the weight on scholarship nor the weight on service can be too low (i.e., service is not weighted less than 15-20%). Some departments permit RTP candidates to define weights that suit their interests most closely (e.g., candidate can choose 25% scholarship and 15% service or 15% scholarship and 25% service).
- Yes, some colleges or departments have much more of a service requirement and expectation of substantial service from its faculty because of the nature of their discipline and its interactions with external constituents. The expectations are shaped by the stated mission and goals of the college or department.

*The impact that the recognition, or lack of recognition, of service has played in the retention of a diverse faculty.*

- The recognition or the lack of recognition for service has had no impact on the retention of faculty. We average less than one denial of tenure per year. Over the last four years we have had 24 resignations, 22 of which were from Caucasians.
- Recognition of service has been a positive factor in retaining the diverse faculty of this campus.
- We do not record reappointment decisions by ethnicity or other diversity characteristic, however, I have looked back through our lists of new tenure track faculty hired since 1992/93 and identified those who left the university. During the ten years from 1992/1993 through 2001/2002, 158 new tenure-track faculty started at the university; 28 of them are no longer on the faculty. I am familiar with the cases of all of the 28 who left the university and see only one of them where a claim might be made that diversity issues were involved; the new faculty member brought his own projects with him, was unwilling to integrate his projects with the ongoing activity in the department and chose to leave the department; service was not involved at all. Looking at the other 27 departures I do not see any cases in which service, its amount or quality, was at issue.
- We do not have any evidence that “service” has been the deciding factor, or detrimental in the retention of diverse faculty. All faculty are expected to be successful in all criteria for RPT.
- We have 211 tenure track faculty; 36% are minority or from under-represented populations. Of the 211, 130 are tenured with 35% of the tenured faculty being minority or from under-represented populations.

- One way to approach this question is to examine the experience of the probationary diverse faculty. It is the recent experience of this campus that the probationary faculty we recruit are extremely marketable and in demand by other institutions. The role of service in the RTP process is a very minor issue in recruiting and retaining these faculty; rather, there are a series of other fairly predictable factors that are of importance to them. Salary is certainly of considerable importance, especially in relation to the high cost of housing here. The teaching load is also of importance to probationary faculty as is institutional support for their research efforts. Specifically, are the labs, library resources, travel monies, availability of quality graduate students, and equipment here competitive with the other universities pursuing them? This latter question, along with salary, are the primary issues we have encountered recruiting and retaining all faculty.

We have aggressively recruited ethnically diverse faculty in the past several years and has had considerable success in hiring these faculty. However, hiring these excellent faculty also puts the university at risk of losing some of these individuals because they are in demand by other quality universities. An empirical perspective of the concerns of ethnically diverse faculty can be determined by observing those who have left in the recent past and the reasons for their resignations. Of the nine diverse faculty who have resigned from here in the past five years, four have left for personal family reasons. In one of the above four cases, the faculty member resigned in order to live in the same city as her spouse, and thus, avoid a weekly separation. In another case, a faculty member left to care for aging parents in Spain. In another case, an African American faculty member moved to Atlanta to open a school for African American students. The remaining five left to assume faculty positions at the University of Michigan (2), University of Maryland, and the Maxwell School at Syracuse University, all prestigious and research-oriented universities. Yet another went to the University of Tampa because of its wealth of materials on Cuba, her research interest and homeland. This faculty member had just been awarded tenure and promotion and still resigned because of her research interest. These nine faculty did not leave here because of the importance of “service” in the reappointment, promotion and tenure process; rather, they left for personal reasons or because they had an opportunity for employment, in most cases, at prestigious universities that were able to provide greater support and reward for research. Not one of these faculty bemoaned the RTP process or the importance of service in the process, but instead took advantage of opportunities available to them at excellent universities that they felt better served their career research interests.

We recognize and value service in the RTP process. However, the retention of an ethnically diverse faculty does not appear to be much influenced by the weighting of service in the RTP process.

- Not a single case can be identified where the lack of recognition of service might have interfered with our retention of a diverse faculty.
- Data indicates that females and minorities were promoted at or above the promotion rates for males and Caucasian faculty and retention rates are nearly identical when examined by gender and ethnicity. Individuals not retained left for a variety of reasons including

resignations, retirements, and death. In the 3-year period from 99-01 only one individual was not retained due to the actions of a retention committee.

### Faculty Promotions, 1999-2001

	Minority	White	Female	Male	Total
<b>Considered</b>	18	29	25	22	47
<b>Promoted</b>	13	22	22	13	35
<b>Promotion Rate</b>	72.22%	75.86%	88%	59.09%	74.47

### Faculty Retention 1986-1997 (New Tenure Track Hires)

<b>Total Retained</b>	145	(out of 176)	82%
<b>Females</b>	71	(out of 87)	82%
<b>Males</b>	74	(out of 89)	83%
<b>Minority</b>	60	(out of 73)	82%
<b>White</b>	85	(out of 103)	83%

- We have not been given this explanation for any faculty member who has left the university. Nor has any faculty member been denied reappointment or tenure because they have engaged in service that has not been recognized. On the contrary, we have several faculty members whose service to the university, much of it involving work with students of color, has been a significant asset to their case for tenure and promotion and for which they have received significant positive feedback.
- According to the chair of the University Promotions and Tenure Review Panel, there have been no candidates where the lack of recognition of their service played any role in the retention of diverse faculty. Certainly, at the margin, a lot of service by diverse (or any) faculty can positively impact the decisions of the UPTRP, But, again, a candidate who is not a good teacher or has an inadequate record in professional growth will not receive a positive recommendation no matter the amount or quality of service.

*Any modifications that may be necessary as it pertains to the recognition of service in the tenure and promotion process for faculty.*

- Modifications are not necessary on this campus. The campus has an excellent record of recruiting and retaining a diverse faculty.

- It has seemed to me unwise and ineffective to write specific criteria-recognition-expectations into general evaluation documents of which an RTP policy is one. Instead, write text that is sufficiently general that it can cover a variety of situations and contributions and have the emphasis supplied by faculty and administrative leadership. I think faculty governance, or a Dean or a Provost or a President articulating the goals for the university, the kinds of service that are valued, and providing public recognition for good service, is far more effective in modifying behavior and rewarding desired behavior than are detailed RTP rules.
- Generally, the recognition of “service” in our RPT reviews is perceived adequate for evaluation purposes, particularly since departments have the opportunity to develop elaborations of each RPT criterion. However, a change in terminology from “participation in university affairs” to “service to the department, university, profession, and community” would make this criterion more explicit. Departmental RPT elaborations could be revised to contain more explicit examples of the types of service that are highly valued. Another activity that universities could do to encourage service and provide higher recognition of service in RPT evaluations would be to provide events that would recognize service such as “Outstanding Service Awards.”
- During the 2001-2002 academic year, the Academic Senate presented a revised RTP policy for the President’s approval. The document was four years in the making and, in the final analysis, our commitment to service was not diminished. In fact, given that we are in our thirteenth year of existence and the fact that we are considered to be the first of the new generation of Universities in the CSU, this campus would argue that greater emphasis was placed on service to the University.
- Policies fine. No need for any modifications.
- We believe that faculty service should continue to be included as an important factor in the tenure and promotion decision process policies at the campuses of the California State University. We also believe that the interpretation and implementation of these policies should be left in the hands of the campus faculties.
- No specific problems have surfaced, yet, a number of faculty do feel that service is not given appropriate weight in RTP decisions. However, the issue does not principally revolve around the formal requirements of the RTP documents. Rather in discussions that suggest that other issues may be foremost in the minds of committee members when it comes to RTP decisions. Attention to the orientation of faculty serving on university and college level RTP committees could help reduce the potential for uneven implementation of RTP policy.
- Academic departments can introduce additional emphasis on service into their RTP criteria documents. College committees, deans, and the Office of Academic Affairs review these documents.
- We believe that we currently fairly recognize the value of service in our tenure and promotion process.