

Ideas for Equity in Department RTP Policies

Workshop hosted by the CSULB Faculty Center and CSULB Faculty Affairs. For faculty who would like to learn about best equity practices for CSULB Department RTP policies. This workshop is designed to help those drafting these policies to learn about and discuss three key areas in which new Department RTP policies can promote greater equity for faculty: Cultural/Identity Taxation; Scholarship of Engagement; and student evaluations. We will share research and share model policies that may serve as a starting point for different departments and disciplines.

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Ideas for Equity in RTP Policies: Student Evaluations

2.1 Instruction and Instructionally-Related Activities

Effective instruction and instructionally-related activities within the College of Liberal Arts encompass a wide range of tasks and responsibilities. *As per university-wide policy (revised 2023), “colleges and departments should employ multiple modes of evidence when assessing teaching effectiveness and must not rely significantly on student-perceptions-of-teaching forms as evidence.”* This section specifies criteria for the evaluation of a faculty member’s instruction and instructionally-related activities. Further, this section delineates the type and amount of documentation regarding a candidate’s instructional effectiveness.

2.1.1. Instruction and Instructionally-Related Activities File

Candidates **must** submit:

- a. Narrative written on the fillable form
- b. Student course evaluation summaries for each course for which formal student evaluations were required during the period of review.
- c. For each course taught during the period of review:
 1. One (1) representative course syllabus
 2. One (1) sample of an appropriate assessment of student learning outcomes
 3. One (1) sample of representative instructional materials not to exceed four (4) pages
- d. Academic Advisor Report, if applicable.

2.1.2. Narrative of Instructional Philosophy and Practice

The candidate's narrative of instructional philosophy and practice provides the context necessary for understanding and interpreting the candidate's instructional goals, materials, and accomplishments.

This narrative, as further evidenced by submitted materials, shall address the following:

- a. The overarching goals of the candidate's instructional practices
- b. Relationship between RSCA and/or service activities to instruction
- c. Teaching methodologies and their links to student assessment and learning outcomes
- d. Student course evaluations relative to level
- e. Grade distributions relative to level
- f. Reflection on course evolution in response to feedback, professional development opportunities, and/or experimentation with instructional methodologies or assessments.

Furthermore, the narrative shall address the following *as appropriate*:

- g. *Explanation of student course evaluation data that differ (in a statistically significant way, e.g., $p < .05$) from department and/or college norms relative to level or are otherwise anomalous. Candidates and evaluators should keep in mind that while SPOT Summary forms provide the mean averages (M) for the candidate, department, and college, other measures of central tendency (i.e., median = Mdn, or mode = Mo) may provide more appropriate averages with small sample sizes or skewed distributions and should be considered accordingly. If mean averages (M) are used, standard deviations (SD) must also be considered, and candidates should provide explanations for large*

standard deviations (e.g., $SD > 1$), or those that cluster around a mean that the candidate believes is anomalous or inaccurate.

h. Grade distributions that are statistically significantly different (e.g., $p < .05$) from department norms, again considering the various measures of central tendency mentioned above.

2.1.3 Instruction and Instructionally-Related Materials

For each course taught during the period under review, candidates will include only:

- a. One (1) representative syllabus
- b. One (1) assessment tool for student learning
- c. One (1) sample of representative instructional materials not to exceed four (4) pages.

2.1.3.1 Syllabi

A representative syllabus for each course instructed during the period of review must be submitted. For courses taught more than once in the period of review (e.g., GEOG444), only one (1) representative syllabus shall be submitted. Candidates may include an additional syllabus for no more than two (2) selected courses to demonstrate course revisions and/or experimentation. Evaluation will consider syllabi content relative to course level and catalog description. Syllabi must reflect currency in the discipline and be consistent with current Academic Senate syllabus policies.

2.1.3.2 Assessment of Student Learning Outcomes

For each course taught during the period of review, candidates must submit one assessment tool of student learning (e.g., comprehensive final assignment, exam, lab, paper assignment, or project assignment). Evaluation will consider appropriateness relative to course content, student learning goals and objectives, course level, and number of enrolled students.

2.1.3.3 Instructional Materials

For each course taught during the period of review, candidates must submit one (1) sample of representative instructional materials not to exceed four (4) pages. Instructional materials include, but are not limited to, class handouts, lecture notes, web page printouts, and PowerPoint slides. Media containing instructional materials can be discussed in the narrative but may not be submitted.

2.1.4 Peer Observation of Instruction

As part of the department RTP evaluation, the department committee may choose to perform a *class observation* or a candidate may choose to request such an observation. If performed, the evaluation must adhere to the CBA and comply with a consistent departmental rubric or procedure, including compliance with the requirement that notice be given at least five (5) days before a *class visit*. The subsequent evaluation may be incorporated into the department RTP evaluation and/or submitted as a separate document during the open period.

2.1.5 Grade Distributions

Differentiation among levels of student learning is an important responsibility of any teacher. Grade distributions provide a measure of grade leniency and severity. Further, they provide a useful measure for contextualizing assessment of student learning and student course evaluations. As *grade distributions* necessarily differ from one group of students to another, evaluation will consider overall trends in grade distributions *relative to the contextual factors listed in 2.1.7.1.*

2.1.6 Academic Advisor Report

Candidates who have received assigned time to provide formal student academic advising shall report on their activities per a consistent procedure approved by the Dean or designee. For RTP purposes, the report serves to document instructionally-related activities for which assigned time is granted.

2.1.7 Evaluation of Student Response to Instruction

Student course evaluations complement the information obtained in the criteria stated above. *University RTP policy states, "...student course evaluations shall be used to evaluate student response to instruction." However, utilization of the university standard evaluation SPOT form is only one method of presenting student responses to learning and teaching effectiveness. Importantly, any single item on the SPOT form or the SPOT summaries—or the entire form, by itself and in isolation from other information—does not provide sufficient evidence of teaching effectiveness. Additional forms of evaluation may include, but are not limited to: class observations, examples of completed student work, and informal mid-semester evaluations administered directly by the faculty member. Therefore, SPOT data shall only be considered as one part of the candidate's portfolio, not the sole or primary source of evidence to evaluate teaching effectiveness.*

Extensive research has demonstrated that student evaluations are inherently flawed instruments that by their nature, do not accurately represent instructional effectiveness. Student evaluations demonstrate both environmental bias (bias based on course conditions, including but not limited to course difficulty, course modality, course meeting time, student interest level, and modality) and equity bias (bias towards the instructor because of aspect/s or perceived aspect/s of their identity, including but not limited to race/ethnicity, gender, ability, national origin, sexual orientation, and appearance).

Candidates who believe that their student evaluations have been impacted by any of these factors may choose to use their narratives to address their student evaluation scores. Candidates should also be aware that Provision 11.2 of the Collective Bargaining Agreement states that instructors may submit written rebuttals to student course evaluations when they believe that additional information is needed "or in the case of student bias." If such a rebuttal is submitted, it is incumbent upon the evaluating committee to review it.

2.1.7.1. Evaluation Relative to Context

Committees, chairs, and the dean shall evaluate student response to instruction relative to context, including:

- a. Class characteristics

1. Course level
2. *Course type (e.g., required, elective, writing intensive, online/asynchronous, for majors only or GE, etc.)*
3. Number of enrolled students (*v. number of SPOT responses*)
4. Whether this was a new course preparation
5. *Course meeting time*
- b. Candidate's teaching assignment
 1. Number of new course preparations during the semester of evaluation
 2. Total number of different course preparations
 3. *Alignment of Standard Course Outline (SCO) with the candidate's area of expertise/training*
- c. Candidate's experimentation with methodologies in attempting to improve teaching effectiveness
- d. Trends over time, *keeping in mind that it is impossible to remove or account for all bias in student evaluations*

2.1.7.2 Course Evaluation Summaries

Course evaluation summaries provide one measure of instruction that should be supplemented with other instructionally-related materials. Course evaluation summaries must be included for each section of a course for which student course evaluations are required during the period of review.

2.1.7.3 Written Remarks on Student Course Evaluations

The inclusion of written remarks from student course evaluations is optional. Candidates may include written remarks for a course if such remarks help clarify or explain an ambiguity on the course evaluation summaries. In such cases, all original student evaluations for the selected course, including those evaluations without student comments, must be included.

Ideas for Equity in RTP Policies: Scholarship of Engagement

2.2 Research, Scholarly, and Creative Activities (RSCA)

The College of Liberal Arts (CLA) requires research, scholarly, and creative activities (RSCA) of all faculty members. *The CLA recognizes and appreciates the diversity of methods, epistemologies, and perspectives represented within the college and endorses an inclusive definition of scholarship aligned with the university's policy which recognizes scholarship as a continuum of diverse forms of knowledge and knowledge-making practices that can be pursued in a multitude of ways. This includes, but is not limited to original research, making connections between disciplines, bridging theory and practice, communicating knowledge effectively to students and peers, or reciprocal partnerships with broader communities. The common characteristics for any scholarly form to be considered scholarship are it must be public, amenable to critical appraisal, and in a form that permits exchange and use by other members of the scholarly community. Candidates may make contributions to the scholarship of discovery, the scholarship of integration, the scholarship of application or engagement, and/or the scholarship of teaching and learning (see University RTP Policy and Appendix for detailed descriptions and examples). Contributions may be in one area or across multiple areas of the continuum of scholarship. Scholarly contributions to any area(s) are valued equally by the CLA. The following section outlines the criteria for the evaluation of RSCA in the college and candidates' responsibilities regarding RTP files and materials.*

2.2.1 RSCA File

2.2.1.1. Required Materials

- a. RSCA narrative written on the fillable form.
- b. All published peer-reviewed research, scholarly, and creative activities for the review period only. RSCA claimed in prior action cannot be included. *Examples of published peer-reviewed research include, but are not limited to: books, articles, films, and other media, policy or program development, legislation, new statewide curriculum, patent applications, training videos, and digital creations or tools. Such materials shall be included in the file, linked in the narrative (digital products), or, in the case of books and other materials that do not fit in the file, shall be submitted with the file. Furthermore, candidates have the option to include accepted, in press, or forthcoming RSCA as per the following guidelines:*
 1. Candidates *submitting materials for RTP have the option to include accepted, in press, or forthcoming RSCA for the period of review. Alternately, if they deem it beneficial for future actions, they may withhold such materials for a subsequent RTP action. When candidates decide to withhold these materials, such items must be listed under Works in Progress on the Professional Data Sheet (PDS).*
 2. In cases of post-tenure promotion, candidates may only include publications and all in press, forthcoming or accepted RSCA that had not been previously claimed in a prior successful action.
- c. For candidates who author externally-funded RSCA grants and choose to highlight those as an achievement in the narrative, the file must include: (1) summary or description of

funded project; (2) length of grant period; (3) granting agency; (4) amount of award; (5) brief description of candidate's role in authorship and implementation.

d. Proof of publication status as per 2.2.4-5 (below) for all in press, forthcoming, and accepted RSCA submitted with the RTP file.

e. Proof of peer review as per 2.2.3 (*below*).

2.2.1.2. Optional Materials

Candidates may contribute materials from multiple areas of the continuum of scholarship and those materials will be assessed using criteria, evidence, and standards that align with disciplinary norms (see 2.2.3 below and Appendix). The inclusion of non peer-reviewed publications (e.g., book reviews) is optional. As such, the absence of such materials shall not be viewed as negative for any candidate.

2.2.1.3 Excluded Materials

Candidates cannot include other evidence of unpublished RSCA (e.g., works in progress, conference presentations, and invited lectures; *see Appendix for details and exceptions*). Listing such items on the PDS is sufficient.

2.2.2 RSCA Narrative

The RSCA narrative for the period of review must address:

- a. Focus and sustained nature of the candidate's RSCA.
- b. Significance and impact of the candidate's RSCA, *dependent on the norms in the field, type of scholarship, and the communities and constituencies with whom the candidate interacts.*
- c. Candidate's role in authorship for co-and multi-authored RSCA.
- d. Significance and impact of non-peer-reviewed RSCA (e.g., book reviews) included in the candidate's RTP file.

2.2.3 Peer Review Requirement and Definition

In the CLA, a candidate's RSCA and how it impacts the world can take many forms. While peer review is a primary requirement for the majority of a candidate's RSCA, not all scholarship can be measured in the same way. As such, the criteria, evidence, and standards used to assess peer review will vary based on the context of the scholarship—the form, intended audience, and intended impact. However, it is the candidate's responsibility to clarify how their work meets the standards for peer review and to make the case for the external impact of their work, especially when the impact isn't easily quantifiable (see Appendix for details).

2.2.3.1 Definition

Peer review *has traditionally been* defined as a process by which qualified experts in the discipline impartially evaluate the merit, importance, and originality of research, scholarly, and creative activities. For the purposes of this policy, the term peer review encompasses the terms 'juried' and 'refereed,' which may be used for all RSCA impartially evaluated by qualified experts in specific disciplines.

Peer review has also been defined as a mutually constitutive process established in the reciprocal relationship between a researcher and the communities with which they are engaged (e.g., organizations, governmental agencies, schools, business/industry, etc.). These forms of peer review may include, but are not limited to:

- a. The process of selection of work for dissemination within the publishing venues of non-academic sectors.
- b. *Documentation of the quantity, strength, and impact of work on stakeholders (e.g., enactment of related legislation, adoption of innovations, and/or widespread changes in professional practice, etc.)*
- c. The process of evaluation of extramural RSCA grant proposals by granting agencies or organizations.
- d. A process leading to *creative performances, exhibitions of work, or academic presentations in public venues in which peers independently evaluated the work.*
- e. *Testimonials, letters of recommendation, or adaptations from peers, professionals, community stakeholders, etc. that affirm the value of the work.*
- f. *Awards, honors, or other public recognition of the work by peers, professionals, community stakeholders, etc.*

2.2.3.2 Labeling Requirement

For each RSCA item on the PDS, candidates are required to indicate whether the item was peer-reviewed by using consistent labels of “Peer Reviewed,” “Refereed,” “Juried,” etc. as appropriate to the field *and type of scholarship undertaken*.

2.2.4 Definitions of Publication Status

RSCA not yet in print or otherwise in the public domain must be labeled on the PDS according to the following definitions of publication status:

- a. In press and forthcoming are interchangeable. Both refer to an accepted work that is in the copy-editing, page proof, or other pre-publication state.
- b. Accepted refers to a manuscript that a publisher or other entity has agreed to publish without major changes.
- c. Conditionally accepted refers to a manuscript that has been reviewed and has received this evaluation from a publisher or other entity, indicating that changes are required before the manuscript will be published.
- d. Revise and resubmit refers to a manuscript that has been reviewed and has received this evaluation from a publisher or other entity, indicating that the manuscript has to be evaluated again prior to a final decision.
- e. Submitted means only that work has been submitted for consideration.
- f. Under contract with complete manuscript draft refers to RSCA for which there is a contract and a complete manuscript draft.
- g. Under contract without complete manuscript draft refers to RSCA for which there is a contract granted without a complete manuscript draft.

h. Ongoing refers to multi-stage projects and products that have resulted in some demonstrable RSCA, but are still underway and have not yet reached their final stage of dissemination, regardless of format.

2.2.5. Proof of Publication Status

For in press, forthcoming, and accepted RSCA submitted with the RTP file, candidates must submit evidence of publication status (e.g., a letter from the publisher/editor or a copy of the contract). RSCA not submitted for evaluation (e.g., work in progress) does not require such documentation.

2.2.6 Disclosure Requirements and Conflict of Interest

2.2.6.1 Disclosure of Peer Review Process

Candidates are responsible for providing proof of peer review. All such proof must be provided in English.

Proof of peer review can include, but is not limited to:

- a. A printout of the venue's editorial policy.
- b. Copies of reader reports.
- c. Letters from editors or readers in which editorial policy is stated.
- d. Letters, testimonials, evaluations, public recognition, etc. from community stakeholders or participatory agencies, communications between the community and researcher, and other potential evidence of peer review (see Appendix for additional information).*

2.2.6.2 Ethical Concerns

Any potential ethical concerns must be disclosed in the narrative.

Ethical concerns include, but are not limited to: conflicts of interest; monetary payment to secure publication; and duplicate publication:

- a. Conflicts of interest: Conflicts of interest include, but are not limited to serving contemporaneously on the editorial, advisory, or executive board of the press or journal with which one has published.
- b. Monetary contributions: Publications in venues to which an author is required to make a monetary contribution in order to secure publication (e.g., for-profit presses and vanity presses) shall be considered a priori an ethical concern, regardless of selection process. This does not include venues that require subsidies to offset publication costs after a work has been accepted for publication on its scholarly merits (e.g., charges for images).
- c. Duplicate publication: Candidates must address duplicate RSCA in their narratives. Examples include, but are not limited to: the same article published in different venues or in different languages. Reprints must be labeled as such.

Ideas for Equity in RTP Policies: Scholarship of Engagement
Appendix A: Continuum of Scholarship Matrix

PURPOSE

Consistent with the University's Retention, Tenure, and Promotion (RTP) policies, the College of Liberal Arts (CLA) recognizes diverse forms of scholarship. As stated in the CLA RTP policy, candidates may make contributions to the scholarship of discovery, the scholarship of integration, the scholarship of application or engagement*, and/or the scholarship of teaching and learning. Contributions may be in one area or across multiple areas of the continuum of scholarship. Scholarly contributions to any area(s) are valued equally by the CLA.

As these areas of scholarship and the associated terminology may be unfamiliar to faculty, the matrix below was developed to provide an additional source of support for candidates undergoing the RTP process and/or the committees tasked with evaluating them. The following descriptions and examples are not intended to be exclusive or exhaustive. Disciplines and departments will vary. Therefore, this matrix is provided as a guide, not a checklist.

*Note: Per Boyer's (1990) original classification, the matrix below presents the scholarship of application and the scholarship of engagement separately. Additional resources on the scholarship of engagement can be found in Appendix A.1 at the conclusion of this document.

Continuum of Scholarship Matrix (adapted from Worcester Polytechnic Institute, 2019-2020)

Scholarship Area & Brief Description	Products/Artifacts (work created by the candidate)	Evidence of Quality (evaluation of work created by the candidate)	Impact & Leadership (influence of work on others or the field)
DISCOVERY Creation of new disciplinary (or interdisciplinary) knowledge through creative/critical thought, research, and testing that is shared with others Example: empirical research	• Publications (articles, books, policy papers, etc.; may be based on theses, dissertations, etc.). • Presentations (conferences, round tables, webinars/virtual). • Inventions and patents. • Grant proposals. • Creative products (e.g., exhibits and performances). • Original creations in writing or multimedia, artistic works, or new technologies. • Publicly available electronic resources (e.g., software, websites, databases, etc.).	• Peer-review and acceptance of artifacts. • Journal impact factors (if appropriate). • Citation index (if appropriate). • Research productivity indices. • Successfully funded competitive grants. • Reviews of published work (e.g., books). • Awards and honors.	• Citations of work by others. • Designation as an expert: guest lecturer, invited speaker, keynote address, scholarship reviewer (grants, papers, books, conferences), tenure/promotion external reviewer, expert witness. • Featured performances at international, national, or regional venues. • Number of views, shares, likes for online dissemination of scholarship (e.g., podcasts, videos). • Editorship of high-quality disciplinary and interdisciplinary journals. • Leadership in professional organizations and duration of such leadership.
INTEGRATION Critical evaluation, synthesis, analysis, integration, or interpretation of disciplinary (or interdisciplinary) research or creative work produced by others Example: literature review, meta-analysis	• Reflective essays and reviews. • Translations. • Popular publications. • Syntheses of the literature (e.g., literature reviews, meta-analyses, theory building papers). • Products/artifacts typical of discovery and application and practice.	• Reviews in newspapers for a creative work. • Book talks at universities and to public audiences. • Examples where colleagues from inside or outside CSULB have used the scholarship. • Evidence typical of discovery, application and practice, teaching and learning, and engagement.	• Evidence that others or the field have been influenced by the outcome (e.g., adoption, changes in perspectives in field; sharing materials). • Public venues to share scholarship with non- specialist/non-academic audiences. • Impact/leadership typical of discovery, application and practice, teaching and learning, and engagement.

Scholarship Area & Brief Description	Products/Artifacts (work created by the candidate)	Evidence of Quality (evaluation of work created by the candidate)	Impact & Leadership (influence of work on others or the field)
APPLICATION AND PRACTICE Use of a scholar's disciplinary or interdisciplinary knowledge to address important individual, institutional, and societal problems Example: development of a technology	• Translational research. • Commercialization. • Start-ups. • Technology transfer. • Technology development (e.g., assistive, learning). • Applied research supported by industry or government (e.g., policy adaptations, program recommendations, industry/government funding). • Products/artifacts typical of discovery and engagement.	• Products shared with stakeholders and open to review and critique by stakeholders and by peers. • Evidence typical of discovery, integration, teaching and learning, and engagement.	• Consulting related to work. • Approaches, methods, and tools, adopted and assessed by an end user(s) with positive results. • Impact/leadership typical of discovery, integration, teaching and learning, and engagement.
ENGAGEMENT Collaborative partnerships with communities for the mutually beneficial exchange of knowledge and resources and/or transformation of communities through shared projects and research Example: Community-based programming (e.g., health assessments)	• Community-based programs that enhance curriculum, teaching and learning. • Educational or public outreach programs. • Partnerships with communities beyond campus to address critical societal issues, prepare educated citizens, or contribute to the public good. • Publication in public scholarship venues (e.g., videos, blogs, open access journals, digital humanities products, etc.). • Products/artifacts typical of discovery, integration,	• Works that benefit the external community, are visible and shared with stakeholders, and are open to review and critique by community stakeholders and by peers. • Sustained, mutually beneficial relationships with communities and organizations. • Evidence typical of discovery, integration, application and practice, and teaching and learning.	• Bringing to light and/or improving economic, social or environmental conditions of a community, region, agency, industry, or other sector. • Generation of major gifts to endow a program. • Citations or adoption of work by communities. • Impact/leadership typical of discovery, integration, application and practice, and teaching and learning.

CSULB Faculty Center/Faculty Affairs
 Ideas for Equity in Department RTP Policies workshop
 11/7/24

	application and practice, teaching and learning.		
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Scholarship Area & Brief Description	Products/Artifacts (work created by the candidate)	Evidence of Quality (evaluation of work created by the candidate)	Impact & Leadership (influence of work on others or the field)
TEACHING AND LEARNING Development and improvement of pedagogical practices that are shared with others Example: development and assessment of teaching/learning practices	- Assessment and evaluation of teaching and student learning (e.g., teaching portfolio, professional development of other teachers). - Development and dissemination of instructional materials used by others to improve pedagogy and learning (e.g., syllabi, notes, manuals, books etc.). - Products/artifacts typical of discovery, integration, application and practice (e.g., learning technologies).	- Products shared with other teachers at other universities or educational institutions. - External reviews of pedagogical practices. - Public dissemination (e.g., podcast, summative blogpost, public science communication campaign, etc.). - Evidence typical of discovery, application and practice, and engagement.	- Wide adoption of materials and methods by others (e.g., downloads, likes, shares). - Popular (3rd party) articles. - Social media hits and followers. - Impact/leadership typical of discovery, application. and practice, and engagement.

CLA RTP Policy (proposed Appendix for evaluation of Scholarship of Engagement)

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Appendix A.1: Scholarship of Engagement

PURPOSE

Consistent with the University's Retention, Tenure, and Promotion (RTP) policies, the College of Liberal Arts recognizes Scholarship of Engagement (SoE) as form of research, scholarly, and creative activity (RSCA) that meets department, College, and University expectations for the scholarly output of faculty, including that necessary for the RTP process. It is a fundamental part of the university mission that bridges research, pedagogy, and community service in an organic way.

The framework below includes a definition of Scholarship of Engagement as well as evaluation criteria that can be utilized both by candidates to prepare their RTP files, and evaluation committees to assess this RSCA more accurately and equitably, according to applicable Department, College, and University standards.

SCHOLARSHIP OF ENGAGEMENT: DEFINITION

This document uses the Scholarship of Engagement definition proposed by The American Council on Education in 2022, which defines this work as:

“Collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.”

The purpose of SoE work is not only “to enrich scholarship, research, and creative activity and to enhance curriculum, teaching, and learning,” but also “to prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good” (American Council on Education, 2022). Additionally, SoE work should empower people in ways that result in desired outcomes, informed decisions, and/or improved quality of life. This emphasis on balancing the interests of the university's knowledge-production goals and the interests of communities pursuing the public good aligns with Ernest Boyer's (1990; 1996; 2016) classic works on SoE.

Boyer underscores that Scholarship of Engagement entails an *epistemological shift* in the locus of knowledge production, from one driven primarily or exclusively by the interests of university faculty, to one driven by shared interests with the communities with whom the university is collaborating. The aims and methods of SoE knowledge creation and the products emerging from this work are concretely situated within this collaborative relationship with communities seeking to address a specific issue or issues. So while some SoE work may result in peer-reviewed scholarly publications, many SoE products are designed to support communities in pursuing the public good and may not be geared toward an academic audience. Such products must be evaluated in

relationship to the concrete processes that generated them, not according to the criteria of peer-reviewed scholarly journals.

Faculty Roles

In a comprehensive review of Scholarship of Engagement literature over the past 25 years, Beaulieu et al. (2018) found that SoE involves building trusting relationships with community members, institutions, organizations, and other interest groups. It entails “participatory practices, reciprocity, co-construction, democratic practices, shared authority, and shared resources.” Faculty roles can vary widely in these collaborative relationships.

For example, faculty can use their expertise to co-design and guide research activities (e.g., literature reviews, instrument construction, data gathering and analysis, reports, etc.), including training community members on how to conduct research. In other cases, they may provide support for community leadership development (e.g., civic leadership); organizational capacity building; community organizing and planning; or assist in designing and facilitating multi-stakeholder strategic planning processes (among other types of projects.) Scholarship of Engagement projects can be supported singularly by one faculty member and/or supported by multi-disciplinary or cross-disciplinary teams. They can also include community partners outside of academia who make central contributions to and provide vital feedback on the work throughout the process.

Range of Products

Products emerging from Scholarship of Engagement are differentiated depending on the aims and concrete conditions affecting the collaborative work. Products can include, but are not limited to, survey questionnaires; interview schedules; focus group questions; process design; community needs assessments; community asset inventories; curriculum and training manuals; program evaluation reports; research briefs and reports; grant proposals; action plans; strategic plans; policy memos or briefs; prototyping models; popular education materials and other products relevant to the social change process. Note that SoE work is distinguished from industrial projects, community volunteer work, or the good citizenship responsibilities of academia. In general, SoE is purpose-driven work for a specific community or group.

Collective Authorship and Peer Review

Because faculty engaged in Scholarship of Engagement actively co-produce knowledge(s) with community stakeholders in a collaborative process, authoring certain SoE products is a collaborative process. By nature, collaboration contains internal and external mechanisms of peer review by community members and collaborators that occur in real-time and shape the faculty member’s contributions. There are a multitude of ways internal peer review can be accomplished during work on an SoE project, and it is impossible to articulate and list them all. For example, internal forms of peer review can be provided by task force members participating in a project. Community members who offer feedback on a proposed curriculum or policy proposal to ensure consistency with their aims and/or congruency with

their cultural perspective(s) are providing another form of peer review. External entities such as funding and government agencies provide another level of peer review in this process (see CLA RTP Policy 2.2.3.1a-f for additional examples).

SCHOLARSHIP OF ENGAGEMENT: EVALUATION CRITERIA

Given the wide range of RSCA products that can emerge from Scholarship of Engagement projects, this policy acknowledges it the choice of the candidate undergoing the RTP process whether they want this work to be evaluated under RSCA, teaching, or service. For SoE work being evaluated as RSCA, candidates should provide a record of scholarly engagement-related publications and evidence of national/international visibility. It may include innovation and creativity when developing and delivering programs, products, and services that promote informed decisions and/or improve quality of life. Importantly, the quantity, strength, and impact of SoE work on stakeholders can take a variety of forms, including, but not limited to: the enactment of related legislation, adoption of innovations, and/or widespread changes in professional practice; publications that translate research for practitioners, entrepreneurs, business/industry leaders, and/or policy makers; and connecting research with the appropriate markets (commercialization). Engagement scholarship integrates faculty roles of learning and discovery, so candidates are encouraged to cross-list their scholarship/engagement activities throughout their RTP documents. Engaged scholarship may serve the university's mission by working with government, schools, non-profits, business, and/or industry. These are just examples and are not intended to restrict the many possible indicators.

The instrument below is designed for preparing and reviewing files that include Scholarship of Engagement as RSCA. It may be used both in evaluating SoE for RSCA criteria (including RSCA funding), and for RTP criteria. Candidates and evaluators may emphasize the following general goals of this work (criteria) and evaluate whether RTP standards have been met by demonstrating that the scholar has provided evidence (indicators) that highlight the impact of this work.

Scholarship of Engagement Evaluative Instrument (adapted from the University of Minnesota's policy for the Assessment of Community-Minded Scholarship, 2018)

CRITERIA	INDICATORS
1. Goals for Academic and Community Change. Candidates should clearly define the aims, focus, and purpose of their work.	a. a concise articulation of the broad aims of the work; how it contributes to the candidate's discipline/field; and a clear description of how this RSCA resulted in the improvement of service delivery and/or policy change to benefit external/community partners b. a coherent statement detailing the program of RSCA and its objectives c. a statement of realistic, executable, impactful goals and objectives for the RSCA d. clear description of the RSCA's goals for teaching and student learning e. a statement outlining how this RSCA contributes to major intellectual questions in the field and how the work is of major concern and/or impact for community/external partners
2. Sufficient Grounding in Content Area and Community Groundwork.	a. description of how the candidate built, developed, and maintains essential relationships with the community (and when possible, provide relevant evidence)

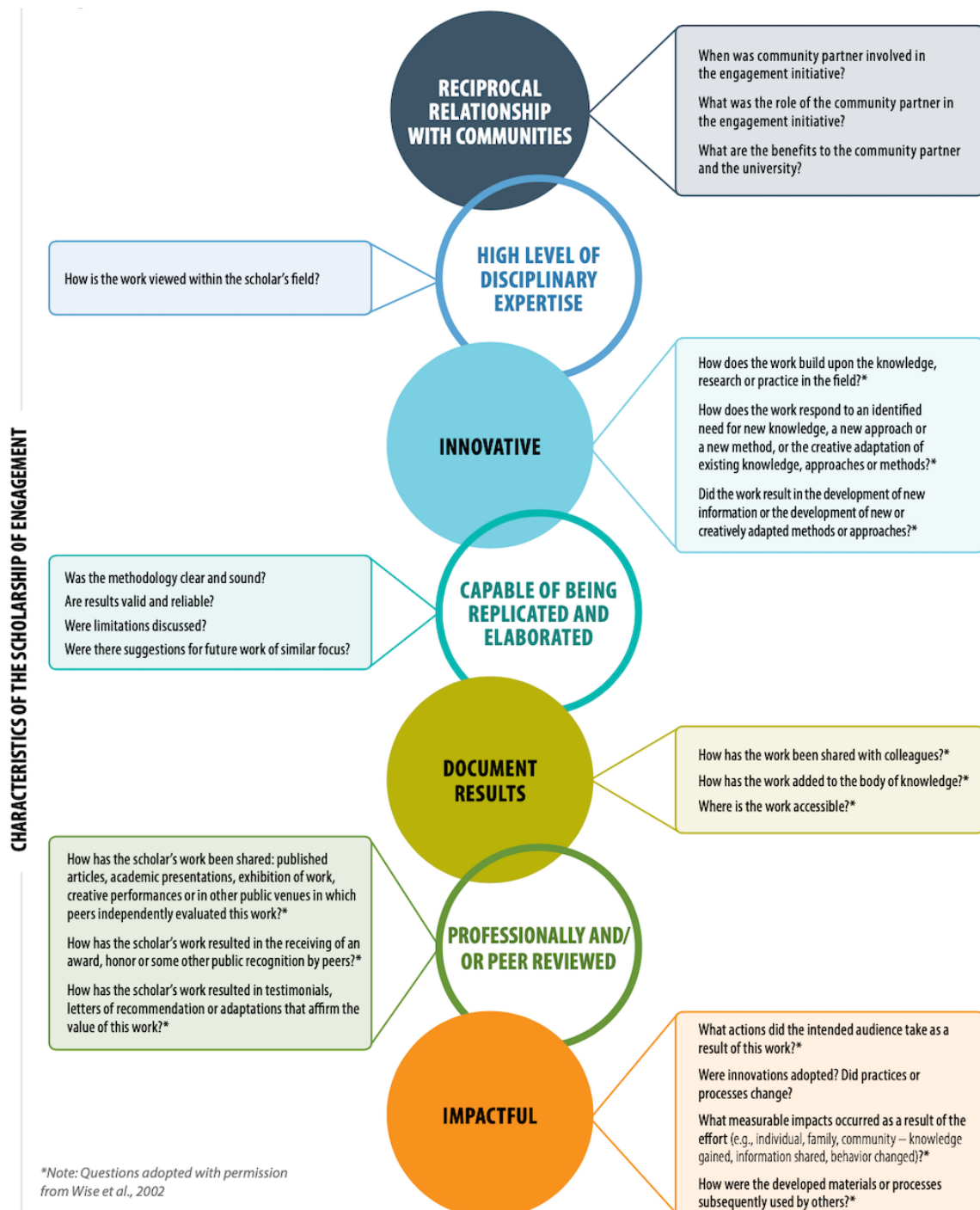
CSULB Faculty Center/Faculty Affairs
 Ideas for Equity in Department RTP Policies workshop
 11/7/24

Candidates should clearly define their own preparation to undertake this work; indicate their knowledge of prior and ongoing developments in the area; and display knowledge of how this work affects their community partners.	b. demonstration of having met the disciplinary standard for high-quality partnership and collaborative work c. description of the candidate's skills that were/are essential to the partnership d. detailing of any related skills or professional development trainings undertaken by the candidate that enhanced the Scholarship of Engagement e. explanation of how the RSCA is situated compared to existing products produced by or for community partners
3. Methodology Centered in Academic Research Methods and Community Partnership Goals/Needs. Academic rigor can be demonstrated through research design, data collection, data analysis, and reports of results. Community-engaged approaches maintain, and can enhance, academic rigor.	a. collaborative work with community partners that generates, refines, or validates a research question b. collaborative work with community partners that advances or alters the scholar's methodologies; the way they collect/refine/analyze/share data; and or the recruitment of community and/or study partners c. articulation of methodologies that are appropriate to the nature of the engaged RSCA being undertaken d. indication of any modifications to research questions, approaches, or methodologies in response to community feedback e. development of policy recommendations or documents, based on RSCA findings, in collaboration with community partners f. enhancing course curriculum by including real-time feedback and information gathered from community members, when appropriate g. deepening student engagement and learning outcomes by involving community experts in course conceptualization, design, and execution, when appropriate h. building on community partnerships/expertise and student feedback to revise curriculum, when appropriate i. building on and sharing study findings through community organizations, partnerships, and policy making venues
4. Demonstrating Impact on the Discipline/Field and the Community. Academic research methods can be demonstrated through articulating the benefits the RSCA brought to the community in question. Academic research methods can also be demonstrated through assessment of the knowledge created, within the field/discipline, and in the community.	a. meeting or exceeding intended goals and aims with the work; or changing the scope and approach of the project to better meet revised goals and aims b. contributing to disciplinary knowledge through publication in peer-reviewed academic journals, or in scholarly monographs c. benefitting the community partner through contributions they deem valuable d. demonstrating achieved progress towards greater equity and/or social justice, in order to benefit the public good e. applications for funding, as pertains to research, community partners, or general program implementation f. indicating how the collaborative work has resulted in change in how community partners design and implement programs, goals, and outcome measures g. contributing to the discipline by enhancing focus on issues that are central to the community partners h. identifying and elaborating new venues for further research, exploration, and/or community collaboration i. enhancing student capacity to engage in leadership roles in the community or on campus
5. Effectively Communicating to Community and Scholarly Audiences. Scholars will communicate effectively to academic and/or community audiences. Scholars will also subject their ideas to peer review, whether by scholars	a. disseminating study findings to appropriate academic and public audiences aligned with the university's mission b. publishing study findings or innovations in peer-reviewed academic journals, practitioner publications including magazines, or the journals of professional societies c. using appropriate means of distribution to reach community stakeholders in an accessible, understandable fashion, i.e., disseminating findings in media with which community partners are often engaged; or producing documents aimed

CSULB Faculty Center/Faculty Affairs
 Ideas for Equity in Department RTP Policies workshop
 11/7/24

or practitioners in the respective field, or by community members.	for legislators, service providers, and/or policy makers who affect the community in question d. using collaborative community partnerships to communicate outcomes of this RSCA
6. Reflecting on How to Improve the Methodologies of Scholarship of Engagement. Scholars will provide evidence of how they have engaged in reflective critique to improve the methodologies and outcomes of their collaborative work.	a. critically evaluating the work using appropriate evidence b. seeking critical feedback from community members and implementing that feedback to change and improve research design c. altering research projects in response to feedback provided by community partners d. participating in dialogue related to the work at the local, state, national, or international level
7. Personal Contribution to Collaborative Leadership. Scholars will provide evidence of how they and their work have earned a reputation for academic rigor, scholarly importance, and/or community benefit.	a. describing how the work undertaken has been recognized, utilized, or built upon by community stakeholders, experts/practitioners/professionals, and/or other academics b. providing comments or reviews from academic and/or non-academic colleagues, community peers, or recognized experts. These comments/reviews can be solicited or unsolicited, formal or informal, anonymous or tied directly to the candidate c. including evidence of any awards, letters, or expressions of appreciation from the community involved d. receiving invitations to present the work to professional societies, community audiences, legislative or government bodies, or advisory/policymaking committees e. mentoring others, including students, early career faculty, and community partners
8. Socially and Ethically Responsible Conduct. Scholars will demonstrate how their research and teaching is carried out with honesty and integrity. Such work fosters respectful relationships with community/external partners peers, other academics, and students.	a. demonstrating socially responsible behavior during research, teaching and outreach, in writing, conversation, academic orientation, and in the nature of collaborative relationships with community members. b. when applicable, abiding by Human Subjects research policy as determined by IRB standards, within both the university and community environments c. articulating respectful engagement with community epistemologies and practices, incorporating them into research methodologies and outcomes as appropriate d. collaboration with community partners in writing, disseminating, and reviewing research projects, when appropriate e. acknowledging the participation of community members in the work

Figure 1: Assessing Scholarship of Engagement products (Purdue University, 2017)



Ideas for Equity in RTP Policies: Cultural/Identity Taxation

2.3 Service

High-quality, sustained service contributions to the University as well as to the profession and/or the community are required of all faculty in the College of Liberal Arts. Expectations for degree and quality of service vary by rank of the faculty member.

In keeping with the self-governance tenets that inform our campus, service contributions must be performed at the department, college, and/or university levels. This section delineates service expectations and criteria for evaluation of quality service.

2.3.1 Service File

Candidates **must** submit:

- a. Narrative written on the fillable form. The narrative shall address significance and impact of service identified on the PDS.
- b. Professional Data Sheet. As per university guidelines, the PDS must address dates of service, offices held, degree of participation, and responsibilities.

2.3.2 Service Expectations

All faculty members are expected to participate actively in the processes of faculty governance by working collaboratively and productively with colleagues.

At all levels, quality and degree of participation in service activities shall be weighted more heavily than the sheer number of committees on which candidates serve.

Examples of service contributions may include, but are not limited to: faculty governance activities and committees; program development; sponsorship of student organizations; direction of non-instructional activities and projects; authorship of reports and other materials pertinent to university, college, or department policies and procedures; mentoring of students; service or leadership activities for university committees, professional organizations or boards; conducting external evaluations; and consulting in public schools, local government, and community organizations.

Service contributions may also be related to the cultural/identity taxation a candidate experiences. CSULB's RTP policy states that "cultural and identity taxation has the potential to create inequities within all faculty evaluation areas," and that all related policies "should be interpreted in ways that minimize these inequities and include mechanisms to mitigate them." It also notes the position taken in the Collective Bargaining Agreement (CBA): "mentoring, advising, and outreach activities, including those leading to cultural and identity taxation, are particularly important for supporting underserved, first-generation, and/or underrepresented students." Although such work "may be difficult for candidates to document in conventional ways...college criteria and reviews...should still recognize their importance and guide candidates on necessary levels of evidence to document these activities."

Likewise, the CLA recognizes that the quality and degree of a candidate's service may be impacted by disproportionate expectations placed upon them for this work. Specifically, the labor undertaken to support diversity initiatives is often provided by, or extracted from, marginalized and/or minoritized faculty as a direct result of their identities (i.e., cultural/identity taxation). This policy defines cultural/identity taxation as: the suggested or unstated expectation that employees from marginalized and/or minoritized backgrounds and/or identities (including, but not limited to: sexual orientation, gender, race, ethnicity, ability, etc.) should provide representation on committees and/or showcase their knowledge of and commitment to the groups and communities to which they belong.

2.3.2.1 Minimum Service Expectations by Rank

- a. Probationary faculty members in the first three years of appointment typically are expected to focus service activities at the department level.
- b. For tenure and promotion to the rank of Associate Professor, probationary faculty members typically are required to make high-quality service contributions to their department, and to either the college or the university.
- c. For promotion to the rank of Professor, successful candidates are expected to have a substantive service record that includes: (1) service at department, college, and university levels; (2) a record of leadership at the University; and (3) a record of service in the community and/or the profession. University leadership may be demonstrated by a record of holding formal offices (e.g., committee chair) and/or of active engagement in faculty governance (e.g., active participation in accreditation or policy-writing processes).

2.3.3 Evaluation of Service

RTP committees must evaluate the nature and quality of the candidate's service activities relative to department, college, and university RTP policies as well as the CBA.

2.3.3.1 Evaluation of Cultural/Identity Taxation within Service

Candidates (in their narratives) and evaluating committees (in their evaluations) should pay special attention to the relationship between cultural/identity taxation and service, when applicable.

Candidates who experience cultural/identity taxation may choose to describe this in their narratives, detailing how their service is in high demand due to their positionality, and how their service obligations may have exceeded typical expectations due to their marginalized and/or minoritized identities. While not easily quantifiable, the increased service workload undertaken by these faculty can be described in terms of the impact their work has had on their department, college, university, community and/or discipline. Faculty may wish to describe in their narratives how their own unique circumstances intersected with the needs of

the campus community during the period under review, stressing how this may have affected their work performance.

Evaluating committees should recognize that many faculty experience various forms of cultural/identity taxation, resulting in intense service work, student mentoring, and other activities on and off campus that are essential to the mission of the university. The university benefits from this work, and as such, it is the responsibility of evaluating committees to contextualize this service, and to recognize extraordinary service accomplishments that are tied to cultural/identity taxation.

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