

What is missing from university, college and department RTP policies? What needs clarifying?

Too many reviews

Too many reviews. Discard at least one mini-review between retention and tenure. Too much time is wasted on faculty preparing their files.

Missing enough on Grievances

Below is the entire section of the college RTP policy on appeals and grievances: "6.0 APPEALS/GRIEVANCE Appeals and grievances shall follow the policies and guidelines in the CBA." That's all. One line. Article 10 of the CBA on grievance procedures is extensive and a summary of the procedures under subsection, "Grievances Pertaining to the Appointment, Reappointment...etc." should be a required section to be included in both the department and college policies.

Process/practice stuff

A clear definition of the RTP steps, the time at each step and the due dates. Second we need consistency across the board-- some colleges have yearly RTP review, some have 2-3 year reappointment, some have mini review and pdp, we need this to be perfectly clear. Example: Yr 1 PDP - due in Feb after you are hired (year 1 TT faculty only). Yr 2 Review - due Sept, 1 year after hiring date (all subsequent due dates are end of Sept). Yr 3 Reappointment Yr 4 Review - only include Yr 3-4 items, unless dept requires full 4 year documentation Yr 5 Review - only include Yr 4-5 items, unless dept requires full 5 year documentation Yr 6 Promotion to Associate - Include all 6 years of documentation Our current setup is PDP/mini review, Mini Review, RTP, mini review or RTP, mini-review or RTP, RTP. Secondly, we should enumerate the requirements. Most of our documents at the dept and college level say refer to the University policy and that policy says dept and college should develop their own requirements so it is a bit circular logic there.

Closing the loop in the review process: if the committee provides a feedback in year 1, and the candidate satisfies that feedback by the following year (review cycle), even when the members of the RTP committed change, "addressing and satisfying" the feedback need to count positively towards candidate's evaluation.

A concise- 1 page - exact stipulation in an easy to view format of due dates and requirements. These are currently spread out over multiple websites, circular links, often with long guides that don't specifically detail what is required, and often refer to other documents that require more searching. Example: "Promotion to the rank of professor is the highest academic honor that the University awards to its own faculty and consequently the standards for evaluation are much higher than to associate professor. The candidate must substantially have exceeded the minimum contributions required for the rank of associate professor." So what are the minimum contributions required for an associate professor? Why does the first sentence exist except to fluff the second sentence?

Well structured and organized set of standards/criteria for evaluation are missing at all levels.

How to put together a thoughtful, concise RTP application packet.

It is not clear if the RTP committee must be full professors to review those going up for promotion from associate to full professor. Additionally, it is not clearly defined that the full professors should be able to review other full professors being reviewed for Post tenure review every 5 years. It should be clearly defined that only full professors can serve to review post tenure review files.

A list of specific documents for each section would be extremely helpful. There is a lot of "grey area" pertaining to what supplemental documents are necessary and/or where exactly they belong.

Recognition of service burdens on faculty of color

I think that faculty of color are often the ones that students of color gravitate towards for mentoring, support, and counseling compared to white faculty. Likewise, faculty of color, myself included, sometimes feel that we have to work twice as hard as white faculty members to be taken seriously by different people, such as students, faculty, and colleagues. This also includes research that centers on race, gender, or sexuality that is sometimes devalued by scholars because they're not seen as rigorous enough. Faculty of color are also less likely to have friends, family, or mentors of color than white faculty, which means faculty of color must navigate the academia, publishing, and the process of tenure and promotion on their own. Navigating the publishing world alone, for instance, puts faculty of color at a disadvantage when research and scholarship is such an important part of the tenure process. Thus, I think part of the tenure process should include acknowledging and valuing the invisible labor faculty of color perform as part of our service to the institution.

Maybe "student success". Underrepresented faculty tend to bear the responsibility of mentoring "unofficially" an unusually high number of students, as underrepresented students tend to gravitate toward faculty they affiliate with. The increased "invisible" workload (cultural capital) is not clearly articulated and my go unrewarded.

There are some less credited items such as student mentoring, especially for underrepresented groups, in comparison to publishing.

Better definitions of RSCA

I think that all of our RTP policies need to do a better job of defining RSCA in a way that encompasses the 4 scholarships of Boyer's model (Discovery, Integration, Application, and Teaching). Furthermore, they should make the application portion clearly apply to working in the community and providing a service to society.

I think that one of the worse things that we did in the last RTP policy change was to get rid of the distinction between "essential" and "enhancing" categorizations. As both a candidate and reviewer - these categories added a clarity to RTP requirements. I also think that the phrasing "ongoing engagement" is an important one. Again, much of this language was taken out of RTP documents. I believe that it provides a perspective from which both candidates and reviewers can benefit.

Clarity of RSCA requirements

1. Clarity of RSCA requirement. Should have a minimum requirement of publications such as 2 for tenure, at least 3 for promotion, and a minimum of 5 for promotion to full. Also, how do we weigh presentations? How do we evaluate the quality of the presentations and publications? 2. Different expectations for tenure, promotion to associate, and promotion from associate to full. 3. How do we evaluate the candidate's contribution to the department, college, and university level service? It should not be a name listed on the committee.

The number of publications per year.

Clarification in RSCA requirements

The need to redefine RTP policies is long overdue. The "you need to do more" feedback is not actionable, constructive, or helpful. Most aforementioned problems stem from the fact that there are no clear expectations for teaching, research, and service that must be produced at different levels, e.g. what are the expectations from assistant to associate professor, and from associate to full professor? The definitions of these expectations must be itemized and actionable, with evaluation metrics put in writing and publicly reviewed and approved by the entire department/college/university. If we had an outline of actionable items that must be delivered to receive tenure/promotion, it would not have mattered that different people with varied and inconsistent views are serving on the RTP committees each year. Clear definitions will also reduce the opportunities for members of the RTP committees to introduce bias, exercise discrimination, or create inequitable culture, if they all have to use the same metrics to score/evaluate a candidate rather than made-up criteria that come as a surprise each year. In addition, there must be clear definitions for each rating category. - What exactly is "very good", "good", "satisfactory", or

“below average”? They are never defined and it is impossible for faculties to know what to do in order to receive ratings at a certain category. - It is not even clear what is the rating scale – is there an “excellent” category or is “very good” the maximum? - How does “good” differ from “very good”? - Why do some receive absolute ratings (e.g. “very good”, “good”, “satisfactory”), and others receive relative ratings (e.g. “below average”)? - Is “below average” satisfactory or unsatisfactory? Last but not least, a major cause of inequitable RTP practices also stem from the fact that some members on the RTP committees are incompetent and unqualified to evaluate others. For instance, many full professors on the RTP committees have not produced a single publication for at least 15 years, and are completely out-of-date and have no knowledge of the current research landscape. In addition, someone who is trained in electrical engineering has no knowledge of research in biomedical engineering, since they simply do not have the expertise to evaluate research output in another field. There have been many comments and mistakes made by the College RTP committee as a result that were never corrected or commented on, despite the so-called rebuttal process.

General expectations concerning publication and research grants should be clarified.

It would be helpful to determine what is sufficient in terms of scholarly and creative achievement. For example, does sufficient scholarly productivity mean that one must have one peer-reviewed manuscript per year, or one every other year, etc. Or, will this be compared to those who perhaps went up for tenure and promotion the prior year (if the person in the prior year had 2 peer-review articles per year, then I must have at least 2 per year if I'm up for tenure and promotion the next year?!).

How to classify the importance of conference papers and journal papers. In computer science areas, many conferences are much better than journals and I did not know if the university has related rules or evaluations for that.

specifics about how online publications will be evaluated

perhaps a need for departments to clarify which type of journals are appropriate venues of publication (e.g., interdisciplinary journals, etc.)

Number of publications; I realize that the president is putting more emphasis on research, but as a teaching institution, it would be helpful to have more clarity about the amount of research that is expected from us when submitting our RTP file when we're also being told that we value teaching first and foremost.

Publication: My former department chair in CLA's humanities told me to have 4 different articles published in prestigious academic journals or a book publication for promotion. CSULB departments in CLA, in general, have much heavier publication requirements than other CAL STATE liberal arts departments even though the CLA faculty salaries are almost the same. CSULB CLA sometimes denies an early promotion because one book publication is not enough.... CSULB is not a research institution. The excessive number of publication should not be a requirement, but an enhancement for promotion.

Value all of the RSCA steps

Return to recognition of the steps one must take to reach the final product of book, or peer-reviewed article.-- especially for the earliest steps in the RTP process. By this I mean, conference presentations (esp. national or international level conferences of well-established academic societies); disciplinary book reviews; academic encyclopedia articles of merit (that is they show a comprehensive knowledge, as opposed to cursory knowledge, of the topic). In my department, publications in the organs of denominational or religious groups should be counted as "service to the community" rather than as academic publications.

recognition of technology innovations

Clarification of service requirements

I believe service requirements are vague and need to be clarified. Also in terms of service, some service activities come with stipends and release time while other service endeavors do not. Who is given access to these compensated service activities need to be investigated. When one is compensated for service and someone else is not, how can their work load be seen as equal?

Yes, the college (maybe the university, too?) doesn't seem to enforce the service requirements, which means that the same people (out of their own goodwill? sense of duty? dedication to the institution?) do all the service work. Probably the same people who will bother to read these responses (and I thank you for all of your hard work!).

Diversity of RTP committees/committee issues

There is a lack of representation of RTP committee members of color, who understand the experiences of faculty of color. While all RTP committee members have implicit biases, oftentimes, it is unchecked when reviewing RTP files of faculty of color, who have distinct experiences from White faculty in higher education.

There needs to be clear explanations for the role/purpose each RTP committee at different levels should serve, as it seems right now that the College RTP committee in particular is only interested in discounting and marginalizing faculty efforts and achievements, and not at all interested in providing actionable items that can be implemented.

Reviews on the RTP committees should be performed to identify those who have clearly demonstrated bias and discrimination, where disciplinary actions should be carried out to eliminate such individuals to protect and maintain the integrity of the RTP process.

Instruction

Include Peer evaluation

how online (asynchronous) teaching will be evaluated and expectations for documentation.

ISSUES with the policies and processes

None

No. Our process is fair and transparent. The framing of this discussion is alarming as it appears to be an attack on the quality measures embedded in our RTP process to advance a specific political agenda.

And many "nos, not at this time," etc,

Acknowledge inequalities and distinguish roles

Distinguish between teaching, and research professors, and allocate different course load. Acknowledge not only underrepresentation of minorities, but also inequalities that they bring to the process, and come up with actionable items. For example: women get set back by having maternity leave, the ones who do experimental research or who teach more hand on courses (more issues to resolve) have suffer more due to covid-19

Should value diversity work which is arduous and may not yield as much in regards to publications during the first few years of development.

Teaching loads are not equal so how can we hold people who have vastly different teaching loads to the same research and service criteria? For example, in my department some people only have 50 students a semester while others have 120 students per semester. That is an enormous difference in terms of time and resources needed to teach.

RTP committees need to consider alternative methods of satisfying the Service requirement and different pedagogical strategies employed in different fields. This is especially true in Ethnic Studies departments.

Class/Financial Inequalities: The heavier emphasis on publication in CLA (the same number of publication requirements) without adequate research funding means that Area Studies faculty members bear the burden of spending their own money traveling overseas and having childcare.

even now, some women are disadvantaged in terms of presentations because of family demands (including husbands who do not them to travel).

SPOT/instruction issues

The use of only one question (namely Question #5) on the SPOT as a measure of teaching quality is not sufficient. This question, alone, is not a good measure of effective teaching. There is likely implicit bias in the responses by students, particularly for ethnic minority faculty, GLBT faculty, and those faculty who do not physically or socially adapt to the white traditional model of teaching and conservative style of wardrobe. Additionally, the mean score from this one question is then compared to the department and college mean score to determine if the instructor is an effective teacher. There is no measure of pre/post test scores of the students' knowledge, skills, etc., for the course. A better standard measure is needed to assess effective teaching...something that can determine how well did the instructor do to assist students with mastering the content outlined in the course objectives! This may also reduce implicit bias. I hope these issues are addressed; this topic has been mentioned for at least the past 15 years with no action.

All of the above that I've mentioned. Also, I've never quite understood the rationale of comparing/contrasting faculty's means with means of other faculty in the department. Means can be negatively affected by multiple factors, including whether the course is required or an elective, grading policies and class workload, level of course, and how technical it is, not to mention the negative effects of the race and gender (female) of the faculty.

Below is a quote from the department RTP policy. "Student Response to Instruction: (b) Student ratings of instruction should be favorable when compared to department, college and university averages." This is an extremely imprecise benchmark that may be open to a plethora of different interpretations. If "favorable" means that all ratings must be equal or higher than the department, college, and university average, that expectation contains a statistical impossibility. It is statistically impossible for all candidates to have averages equal or higher than the department, college or university averages. On the other hand, if "favorable" means that a certain number of course ratings should be higher than the other comparison averages (e.g. 25%), that should be clearly stated in the policy. Further, if "favorable" means that student rating of instruction scores must fall within a certain range, that should be clearly defined as well.

Race, Gender, and Sexuality Inequalities: I was disappointed to see, as a College RTP evaluator, that many departments focus solely on the numbers on the students' evaluations. These can be quite biased. The evaluators should focus on teaching materials and students' learning outcomes.

who has to fill in the SPOT data

The "weight" of F2F vs. virtual conferences

As some faculty spend quite a bit of effort on teaching creatively, publications on this, or presentations of workshops on this, seem not to be rewarded. This seems a mismatch with the notion of CSULB as a teaching University rather than a research university (which is NOT to say that research shouldn't be recognized. Likewise, "service" is given little credit, undermining actual service to the University. The fact that someone might have a genius for this does not seem to be recognizable until maybe after the second ETF.

Teaching: In order to protect junior faculty, we should set not only minimum but also the maximum number of teaching loads (e.g., new preps). While the CLA RTP policy states that junior/assistant level faculty serving on the departmental-level is adequate for promotion, there are no set policies for teaching. For example, I was assigned to teach 9 different new prep courses (including outside of my specialty) during my assistant professorship. I learned later as a College RTP evaluator that others had an average of 4-5 new preps courses. The department or College should be clear on the limit on new course preps for junior faculty (unless they want to teach new courses) to have time for writing and their families or themselves.

Bias

I am not aware of any policies. I am aware of personal biases.

Vague requirements, allows committees to help or hinder, and variations between Univ/college/dept

What counts as a publication -- college has different expectation, than dept.

The clarification has to come within the RSCA portion of RTP assessment. Because so many departments are so vague as to what is required, inequity can easily occur. For example, CHHS has a department that does not even have it's own RTP policy. They simply state to follow the College RTP guidelines. But the College guidelines are so vague purposely so that each department can create their own unique requirements.

The requirements are very loosely defined (at all levels), leaving plenty of room for personal interpretation, leading to subjective rather than to an objective evaluation. For example, for the same area of evaluation I have received three different evaluations from the department, college, and the Dean (very good, excellent, and outstanding). With the current requirements in place it is very hard for the evaluators to conduct (what a candidate may see as) a fair evaluation.

As a person who has served on and chaired multiple RTP committees at the department and college level, I would tell you this is a very complicated question. First, no, I am not aware of specific policies or procedures that would create inequities. But yes, the absence of clear guidelines for what it takes to receive a positive review for most candidates allows any committee member at the departmental or college to vote with bias, and thus allowing inequity.

The varying degrees of specificity and differences between the college and department RTP policies allow the introduction of bias. This means that each committee can be persuaded by their own opinions of what is valued. If there is a committee that is unfamiliar with work, particularly around diversity, that may be viewed as unfavorable. Moreover, if the expectations are unclear in either policy, committee members may be able to evaluate base on their own opinions of an individual and not the content of their portfolio.

Clearly define expectations for teaching, research, and service with itemized and actionable items and evaluation metrics that have been publicly reviewed and approved by the entire department/college/university. There should be one rating scale with absolute rankings that can be defined and translated to "very good", "good", "satisfactory", etc. Relative ratings such as "average", "below average" etc. should be discontinued, since they are variables themselves by definition that entirely depend on subjective personal views. All 3 levels, department, college, and the university, have **broad, descriptive and vague requirements** that are opened to unintentional biases. - Candidates are "shooting a moving target" each review in the following cycle with a new RPT committee keeps adding requirements

Somehow create a more equitable document (sort of a rubric) that provides a better standard for what is considered sufficient productivity for promotion and tenure (one peer reviewed published piece of scholarship per year, etc.).

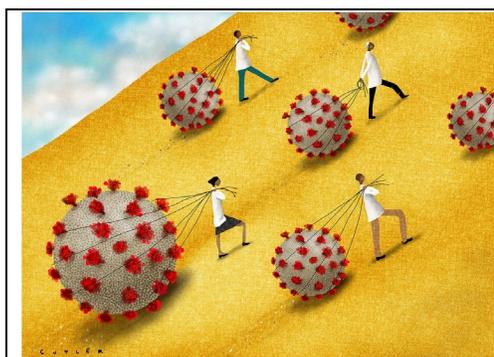
- systematic approach to changing the policy - well defined evaluation "grades" (I actually do not know except "exceptional", "very good" and "good" what else is defined) - well defined quantitative set of requirements for each category and "grade"

Gender equity concerns

Extending the tenure clock is inequitable and can hurt individuals in the long run in terms of lifetime earnings, etc.

What is the university doing to *ensure gender equity* during this crisis? Please reference the following op ed for concrete suggestions:

<https://www.pnas.org/content/117/27/15378?fbclid=IwAR2gUcZJsrKvfDbOGmudR7eL3--QrYt8ORerYdWcZSSVJYSI8HbfjJ6uzBk>



[Opinion: In the wake of COVID-19, academia needs new solutions to ensure gender equity](#)

The coronavirus disease 2019 (COVID-19) pandemic has upended almost every facet of academia (1). Almost overnight the system faced a sudden transition to remote teaching and learning, changes in grading systems, and the loss of access to research resources. Additionally, shifts in household labor, childcare, eldercare, and physical confinement have increased students' and faculty's mental health needs and reduced the time available to perform academic work. A pandemic naturally highlights privileges, such as financial security and access to mental health care. It also amplifies the mental, physical, social, and economic impacts attributable to preexisting inequities in academia. Making matters worse, in times of stress, such as pandemics, biased decision-making processes are favored (2), which threaten to deprioritize equity initiatives. Many women academics will likely bear a greater burden during the coronavirus disease 2019 (COVID-19) pandemic. Academia needs to enact solutions to retain and promote wo

www.pnas.org

It was not clear how to go about RTP when you take a semester off and what to put on your documents. I felt like as a female, I would look "worse" on my documents for having a semester where I just listed "maternity leave" when my documents are placed next to male colleagues. I wish there was clear information that it is encouraged to use your parental leave benefits and it will not impact your success. I haven't heard much conversation at this campus about "pausing the tenure clock" while on leave. I ended

up just trying to work really hard before and after my leave...and some during it...so my documents wouldn't be completely empty. Just wondering if that is something we can work on so female employees feel like they can heal, bond, feed their babies without worrying about the tenure clock for a few months.

Clarifying the weight of three parts

The weight to be given to teaching research and to service. If disciplinary research is the primary criterion in practice we should just say that, or say that it carries 2/3 of the weight or some such. But we should also recognize that faculty are not given the time and resources to do high-powered research. Or if the desire is one article per year, say it.

True prioritizing of teaching, scholarship, and/or service. How are these rated in terms of importance? Which policy is each committee following, the department, college, or university. How do evaluators use the mission of the university to help guide their RTP evaluations.

There has been inconsistent information about the weighing of all three areas under review. Does each carry the same weight?

Variability within and across policies at levels

Various CSULB colleges are composed of a large number of departments with a significant variability in discipline and professional background of its faculty. While there are department- and college-level RTP policies to guide RTP reviews, the **college-level review often reflects a wider variability** in performance benchmarks and reviewers' expectations because of the varied background of the college RTP committee members. Since a department review is typically accompanied by a recommendation (positive or negative) not only from the department committee but also from the chair of the department, there should be a mechanism in the RTP policy to account for the fact that department-level reviews frequently reflect assessments more closely aligned with expectations of acceptable performance in the discipline or the field.

Clear recommendations for candidates (determined by College) as to how many publications are required or recommended. Recognize that CSULB has an extremely high teaching and service load that gets in the way of completing research.

Quantitative requirements need to be defined for teaching, research and service –

The number of publications per year expected.

Define a clear rubric that might prevent RTP decision-makers in finding loopholes in the policies to undermine a candidate's achievements

The problem is not the policy itself. The problem is that RTP committees interpret and apply the policy differently, depending on the faculty under review.

ways to enforce equitable service across ranks and ensuring quality faculty are being promoted; there are full professors who do not exhibit the qualities and characteristics of faculty who should be teaching our students and who can work collaboratively for the greater good of the department and programs

All requirements are of qualitative nature rather than of quantitative nature. There is an obvious need to establish a minimum threshold for all three categories of evaluation, as well as a clear rating system for the cases where minimum requirements are exceeded. For example, in addition to saying "Faculty members are expected to demonstrate that they are effective teachers", the clear standards on how this is measured need to be in place for evaluators to be able to equally and fairly evaluate all candidates.

our dept policy did not always operationalize expectations or have clear metrics for minimum standards for evaluation; it was also unclear how some activities have various elements that should be credited in the different areas of evaluation

Older vs newer expectations

It appears that faculty submitting files in the **last five years have been (implicitly) expected to produce more** research in top tier journals while their predecessors (who may be serving on Dept. or CED RTP committees) were tenured and/or promoted on far less rigorous evaluation scrutiny.

Things being done now

we are currently revising our dept policy, and we focused on identifying ways to increase equity. we have added that instruction, rscs and service that addresses diversity and equity should be given more credit. there was not much language to ensure senior faculty continued to meaningfully contribute to service, so we added language to support junior faculty

General publishing issues

The dynamics of scholarly publishing has changed significantly in the last decade. A university-wide effort (a commission or committee) to examine how these changes in publishing dynamics impact RTP reviews should be considered.

Journals with strong discipline readership should be considered as strongly as those with high impact factors.

Possibly the increasing number of pay-to-play publishing (i.e., open access journals)

I'm not sure if this problem was addressed. I believe it might have been, but the College RTP document definitely needs to be amended to reflect that scholarship not written in English will be given equal weight as English language scholarship. If necessary, the RTP committee should commit to sending the submitted piece out to someone qualified in the field to comment on its merit.

Yes. An issue came up in 2019 at the College of Liberal Arts RTP level regarding non-English language publications. The CLA RTP committee was not considering these publications because no one on the committee could read the language of the publication. This penalized anyone who publishes in non-Anglophone publications, particularly in those fields (RGRLL, for example) where such publications are the norm. Having served on the CLA RTP committee, I know for a fact that assessment of a publication's scholarly merit rests on the letters written in support, rather than committee members - nearly all of whom are from unrelated disciplines - reading and assessing the scholarly merit.

Updating scholarship (Q8)

Don't understand:

I'm sorry but I do not understand the question.

I don't understand this question as phrased.

No one in our department hasn't earned tenure or been promoted because of scholarship

This is not clear. Do you mean increasing demand for scholarship productivity?

New Canon:

Certainly we need to be open to scholarship around the 'new canon' of musical works written by BIPOC composers.

Need to focus on rewarding those that are keeping up with the times and going above and beyond to support social justice, health equity and promotion of community well-being

Recognize 'public scholarship'

Often, "public scholarship," like opinion pieces in respected publications, is more impactful than journal publications. Perhaps this should be recognized.

yes, especially blogs

Recognize scholarship of engagement

creating standards for evaluating the scholarship of engagement

Make RSCA count all of Boyer's four scholarships equally.

We need to clearly articulate how the Scholarship of Engagement is recognized, or should be recognized, in the RTP process. While authentic community engagement is central to the University's mission and strategic priorities, it is often accomplished by "taxing" overburdened faculty members instead of rewarding them. In some cases, successful community-engagement scholarship comes at the expense of foregone opportunities for promotion.

Standards for evaluating the scholarship of engagement as a form of RSCA

Yes, requirements that look at prestige or impact of journal (based on number of citations or prestige of journal). Underrepresented faculty tend to do research in areas that affect the community they affiliate with. As such, the journals they publish in tend to be regional or local and may lack the "high impact factor" that other national journals enjoy. As a result, their research may be deemed not to be as high a quality as other research published in national journals. Faculty in Ethnic Studies Departments are affected by a similar bias, as their work may be published in documentaries or other publications by government officials rather than in "academic" journals. As such, their research may be deemed to lack "rigor". Maybe, we also need to focus not only on the impact factor of a journal but on the impact faculty's research may have on the communities they serve (something to consider if the RTP policies are being revised).

Regular cycles of change

depts need to edit their documents/expectations relative to their disciplines regularly (review on a standard cycle -- say every 3 to 6 years).

Consideration for equity is missing in our RTPs - department (Civil Engineering and Construction Engineering Management) and College of Engineering. Most importantly, our RTPs have not changed for last 10 years. Even more frustrating is to see that no initiatives are taken from either entities (department or college) to make an effort to bring or promote new ideas for updating the RTPs to support young faculty who have come from top notch research-driven universities. And now they are doing mainly involved in services to get recognized and survive. Young faculty who are on the tenure-track line and those who are at associate professor level are very cautious in recommending or even remotely suggesting any 'good' revisions or updates to RTPs. There is a fear of facing the backlash from senior faculty.

Online journals

Clarify requirements for accepting online publications, noting that many, many journals are transitioning in this direction

Clarification about the appropriateness of "open" online publication venues.

Clarify appropriateness of interdisciplinary journal publications.

Evaluation criteria for Open Access articles, Social Media metrics (known as Altmetrics)

The impact factor is significantly different these days and RTP committees need to recognize that impact factors differ across disciplines. In disciplines where there are only a small number of journals to publish impact factors are low. Some people prefer to look at number of downloads as a metric instead.

Other issues-like, we didn't publicize this, it was not meant to be a campus wide survey (need to explain), process:

Finally, it is also worthy to note that the link to this very survey was not shared by the senate representative Dr. Jalal Torabzadeh. Many faculty members of the COE were entirely unaware of such a survey. Dr. Mehrdad Aliasgari, another member of the senate, only shared the survey link with 4 or 5 people. It is disturbing when so many members of the COE community have been excluded from this survey. Considering it is of obvious interest and highly relevant to all tenure-line faculties, so why wasn't every effort made by the senate representatives to share this survey widely to ensure comments are indeed collected from all?

Thank you for organizing the survey. - The first issue in that the announcement for this initiative has not been properly shared: our college representative never shared, and some departments never got the announcement. - The initiative has not been organized in the systematic way: collecting individual feedback would not work, as the colleges and departments are diverse. Feedback for each college and department would be much more representation. –

A simple statement that says anyone suggesting a constructive revision to RTP policies will be protected.

COE issues

COE: There have been many incidents over the years in the College of Engineering (COE) where **members of the RTP committees have made racially-charged comments and sexist remarks. There has been no consequence or disciplinary action to those RTP committee members who have clearly demonstrated bias and discrimination in the review process.** They have been allowed to continuously serve on RTP committees year after year without review or investigation. We have lost several exceptional faculties at all levels across several departments in recent years. The RTP policies **are vague at best**, and are intended to leave ample room for free interpretation. The lack of clear **RTP expectations in the COE is designed to lower the standards if desired and higher the bar if needed, depending on the person under review.** It has created much divide and injustice over the years, where instead of providing support and constructive feedback so that faculties can thrive, the COE workplace has become increasingly hostile and inequitable over the years with an increasingly noticeable toxic and cutthroat work culture. The COE RTP reviews are widely known as inconsistent and incoherent. For instance, depending on the people who happen to serve on the committee in a given year, superior performance compared to a previous review may still end up being rated worse. In addition, the department and the college committees have entirely disagreed with each other's ratings in some cases, despite both committees supposedly using the same evaluation criteria. RTP review comments are often in conflict from year to year. For example, if say, in year 1, faculty members get poorly rated in teaching because they have only taught courses related to their expertise, and are told by the RTP committees to teach at all levels including lower division courses. Subsequently in year 2, this advice gets executed by the faculty, yet they would continue to get poorly rated because now they are told that they should not always teach lower-division courses but also advanced topics related to their expertise. Another example of inconsistencies in the evaluation of research: faculties are told to engage students in research, and when they do and have produced peer reviewed publications, the efforts it requires to generate research output with quality worthy of publishing is entirely ignored, and the faculties' contributions are discounted as being just a second author by the RTP committees. COE faculties have continuously made significant efforts to secure external funding, but those who have successfully attracted grants from extremely competitive agencies have received little recognition in the RTP, despite the push from the college to write these funding proposals. A more recent phenomenon in the COE is to argue service is teaching assignment, so that faculties get pushed to take on even more service positions. While there used to be an emphasis on teaching-research-service as having a 40-40-20% ratio, faculties are now being pushed to do 100-100-100% in everything. This is impossible and unrealistic to achieve to say the least in a teaching intensive university without any research support or infrastructure. To name just a few examples that have been said to faculties under review in recent years: - You need to have 3 publications a year - You need to have 1 journal every year - You need to have 10+ publications to receive tenure or promotion - There is

no set number of publications required (completely discarding the above bullet points if so) - You must have interdisciplinary research - You need to have external research funding - You need to write back-to-back grant proposals - You need to walk on water to have early tenure (whatever that means) - You need to serve on 6 committees every year with 2 at each level In many cases, despite faculties have addressed these comments, the RTP committees will always find a new and never-before-mentioned angle to marginalize these achievements, e.g. - Too many publications without quality - The journal is open access - Not the first author - too many co-authors (although this is what interdisciplinary research entails, one must collaborate with other researchers to complete the work) - The external funding was not for research only for students - No leadership roles in your committee services - Not enough service at your department/college/university level

Where to put these?

The only inequality I see is that in our Department, Scholarly and Creative Activity frequently requires performance--live performance. That is impossible right now because of Covid-19.

Incentives for peer-reviewed and published non-research work, such as case studies and teaching material (not simply teaching material developed in class).

How to quantify the standards with good or satisfactory performance? Do you provide value subjectively or objectively?

How for lecture faculty to be considered for tenure positions.

Opportunity for advancement as lecture faculty.

Being evaluated by people who not really in my discipline, although they are in my department. They are not aware of the impact of national level service, the journals that are important in the field, the trends in the field and the kinds of scholarship that are meaningful. For example, in my department books and book chapters do not count as publications. However, they are critical in my field.

We need some standard language for consideration of any unusual circumstances (i.e. natural disasters, health crisis, war, fiscal crisis and thus the lack of campus support for RTP expectations) Service loads based on rank and size of departments (small with lots of probationary faculty -- service is very difficult) Wording around service could be reviewed.

There seems to be much pressure on RTP committee members to support the retention, tenure and promotion of candidates even when significant reservation exists during the deliberation process. Are committee members allowed to deny? Or is it the situation that every candidate who submits files must pass?

RTP policy. There is no approved and in place, policy used at the COE and CHE department

Finally, there are many examples of successful RTP policies publicly available from other CSU campuses (e.g. Cal Poly Pomona) that will provide a helpful point of reference for anyone who is interested in learning better definitions of RTP expectations. Strongly recommend each department/college to research well-defined policies in the CSU system when authoring their own.

Peer review (wants to add?)

If we want the flexibility to potentially have TT faculty teach 15 units with no service component, there would need to an adjustment to the evaluation.