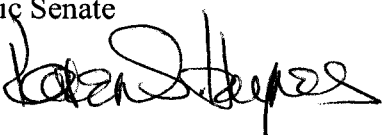
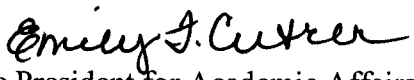


## MEMORANDUM

DATE: September 28, 2009

TO: Mohammad Oskoorouchi  
Secretary, Academic Senate

FROM: Karen S. Haynes   
President

Emily F. Cutrer   
Provost and Vice President for Academic Affairs

SUBJECT: FAC Guidelines for Departmental RTP Standards

Thank you for sharing the guidelines for department retention, tenure and promotion (RTP) standards for faculty, approved by the Academic Senate on May 6, 2009. The guidelines were forwarded to the deans of the colleges and library and the director of the school of nursing for review and comment, and no substantive revisions were recommended. We are accepting these guidelines, copy attached.

By copy of this memo, the guidelines are forwarded to the deans of the colleges and library and the director of the school of nursing for reference when developing RTP standards for faculty in college academic departments, the library, and the school of nursing.

Please convey our thanks and appreciation to the members of the Academic Senate and the Faculty Affairs Committee for their work in developing these guidelines.

KSH/EFC/mab

Attachment: Guidelines for Department RTP Standards (FAC 338-08)

cc: Janet McDaniel, Chair, Academic Senate  
Jackie Trischman, Chair, Faculty Affairs Committee 2008/09  
Eun Kang, Co-Chair, Faculty Affairs Committee 2009/10  
George Vourlitis, Co-Chair, Faculty Affairs Committee 2009/10  
Janet Powell, Interim Associate Vice President for Academic Resources  
Mark Baldwin, Dean, College of Education  
Dennis Guseman, Dean, College of Business Administration  
Jennifer Jeffries, Interim Dean, College of Arts and Sciences  
Judith Papenhausen, Director, School of Nursing  
Barbara Preece, Incoming Dean, Library

The California State University

## Guidelines for Department RTP Standards

### I. "Department RTP Standards"

- A. A "standard" is a reference point or formalized expectation against which progress can be measured for retention, tenure, and promotion.
- B. Faculty have a right to clearly articulated performance expectations. Departmental RTP Standards provide consistency in guiding tenure-track faculty in the preparation of their WPAFs.
- C. Department RTP Standards educate others outside of the discipline, including deans, university committees, and the provost, with respect to the practice and standards of a particular department/discipline/field.
- D. Departments must respect the intellectual freedom of their faculty by avoiding standards that are too prescriptive. Department standards should be as brief as possible with emphasis on the unique nature of the department.
- E. All Department RTP Standards shall conform to the CBA and University and College RTP documents. The "Department RTP Standards" document shall contain the elements of department RTP standards described below and shall not repeat the CBA, University and/or College RTP documents, or include department-specific advice.
- F. All Department RTP Standards must be approved by a simple majority of all tenure-track faculty within a department and then be approved by college/school/library and the Academic Senate before any use in RTP decisions.

### II. Elements of the "Department RTP Standards" Document

#### A. Introduction

The following principles should be addressed in an opening section that includes a brief discussion of the department's philosophy with respect to the RTP process.

1. Reflect on the department, college, and/or university mission, vision and values statements and how they apply to the department's RTP expectations.
2. How does the department view the expected distribution or value of the three required areas: teaching, research/creative activity and service?
3. There should be both evaluative and developmental aspects to this process. How are faculty expected to use the RTP process? How does the department

support faculty development through the processes for retention and promotion?

4. Is there an accrediting body that needs to be taken into account?
5. How does the department recognize innovation and unusual contributions, e.g. teaching first-year students, mentoring majors, supervising undergraduate research, teaching in graduate programs, using particularly innovative or challenging types of pedagogy? A general statement may be made here with some specifics in each area below.
  - a. For the three areas where faculty are evaluated, explain the standards for the different developmental periods:
    1. Periodic Evaluation
    2. Performance/Retention Review
    3. Promotion to Associate Professor
    4. Promotion to Professor
    5. Post Tenure Periodic Evaluation
  - b. Address the standards for the different developmental periods either in a separate section or throughout the three sections below.
  - c. These guidelines include multiple examples of topics, found in the sections below, to which a department may want to write a discipline specific standard. Only the most relevant or important topics should be addressed in department standards. Departments may consider topics not listed.

B. Teaching

1. Describe department priorities and values in teaching and learning.
2. List the most important department priorities in terms of teaching. In addition to discussing what is valued in teaching, include a statement about expectations emphasized in or unique to the department with respect to teaching. Such expectations may include, but are not limited to, descriptions of:
  - a. Workload in terms of WTUs, contact hours, and/or FTES
  - b. Types of courses included in a typical semester faculty assignment
    - Classroom teaching
    - Laboratory teaching
    - Studio teaching
    - Clinical teaching
    - Seminar courses
    - Undergraduate versus graduate courses
    - Supervision of field work, independent research, graduate research and theses, and library research

- Teaching modality, e.g. on-campus, off-site, on-line, distance learning
  - Training and supervision of teaching and graduate assistants
- c. Pedagogical tools typically used or expected in the department
  - d. Independent study students/courses
  - e. Departmental approaches to support excellent teaching
3. Describe the types of evidence used to examine teaching performance. Include specific expectations, citing the College document if necessary, rather than repeating the list. At a minimum, include expectations with respect to the following:
- a. Student evaluations: How many are required and how are they evaluated?
  - b. Syllabi: Are there unique department expectations for syllabi?
4. Describe the value the department places on participation in curriculum development (e.g. course, program, etc.).
5. Describe the differences in teaching expectations for undergraduate versus graduate courses, if applicable.

C. Professional Performance (For Non-Teaching Assignments)

1. Describe department priorities and values in professional performance.
2. List the most important department priorities in terms of professional performance. In addition to discussing what is valued in professional performance, include a statement about expectations emphasized in or unique to the department with respect to professional performance. Such expectations may include, but are not limited to, descriptions of:
- a. Workload in terms of assignment of responsibility
  - b. Types of professional duties included in a typical faculty assignment
  - c. Supervision of staff and/or student assistants
  - d. Pedagogical tools typically used in the department
  - e. Departmental approaches to support excellent professional performance
  - f. Describe the types of evidence used to examine professional performance. Include specific expectations, citing the Library/SSPAR document if necessary, rather than repeating the list.
  - g. Describe the value the department places on participation in program development.
  - h. Describe the value the department places on contributions to student learning across the curriculum.

D. Research/Creative Activity

1. Describe department priorities and values in research/creative activity.
2. Describe the department's research/creative activity standards within the context of the discipline (i.e. regionally, nationally and globally). List the most important department priorities in terms of research/creative activity. Describe the specific types of research which are most valued in the department and/or the field. Cite the lists in the College RTP document, if necessary, rather than repeating entire lists.
3. How should the faculty member describe the contributions to the research when multiple authors are present? Are there expectations with regard to lead authorship?
4. How does the department expect research to be integrated into teaching?
5. What are the major challenges that face faculty in terms of their research/creative activity in your department? Are there limitations that may be relevant for the faculty's progress in research in this discipline?

E. Service

1. Describe department priorities and values in service contributions.
2. List the most important department priorities in terms of service. In addition to discussing what is valued in service, include a statement about expectations emphasized in or unique to the department with respect to service. Such expectations may include, but are not limited to:
  - a. Internal service activities – Department, College, University
    - Membership and offices held on committees and task forces
    - Leadership and administrative activities
    - Special assignments, initiatives
  - b. External service activities
    - Service to profession/professional organizations
    - Membership, offices held, organizing events and programs, special assignments
    - Professional consulting (gratis only)
  - c. Service awards and special recognition
3. Does the department have specific expectations in terms of documentation of service other than accurate listing in the comprehensive CV? (Please note that submitting letters from committee chairs about attendance is not considered best practice.)