WHEREAS, The WASC TSM CPR Report and the RPTFG Report provided evidence that lack of clarity of Retention, Promotion, and Tenure ("RPT") criteria, including Professional Plans, results in different interpretations and uneven implementation of the process across different colleges; and

WHEREAS, There have been many changes to the demands of all faculty, particularly faculty at the Assistant and Associate level over the past several years, such as increasing class sizes and expectations of research and scholarship during a time of decreasing resources; and

WHEREAS, Integrity of the RPT process depends on the fair review of faculty’s work by their peers in the context of established criteria; and

WHEREAS, Clarity of criteria and faculty’s knowledge of it in the beginning of each cycle of review is essential for timely progress toward meeting the expectations; and

WHEREAS, Evolving criteria coupled with long periods between post-tenure reviews can lead faculty to perceive the criteria as a “moving target”; and

WHEREAS, Some CSU departments develop performance criteria that sets out in detail teaching, scholarly, and service activities that can be considered in evaluating faculty going through the RPT process; therefore be it

RESOLVED: That the chairs/heads, deans and the Provost base their own evaluation of each faculty’s performance on department, college and University RPT criteria; and be it further

RESOLVED: That henceforth, when criteria change, either the changes be phased in gradually and communicated clearly to faculty so that faculty have appropriate time to adapt or, if the change is significant, that faculty be evaluated based on criteria previously communicated to them by their department and college for successful tenure and/or promotion; and be it further

RESOLVED: That the Academic Senate requests that the Provost charge all departments and colleges to review and approve RPT guidelines in a discipline-specific manner,
including a definition of the Teacher-Scholar Model based on the AS-725-11 RSCA definition as a guide for all faculty members in order to create a sustainable and rewarding career for faculty; and be it further.

RESOLVED: That the Academic Senate Faculty Affairs Committee serve as a resource for best RPT practices.

Proposed by: Academic Senate RPT Task Force
Date: May 15 2012
Revised: May 22 2012

1 This acronym stands for: “Western Association of Schools and Colleges Teacher-Scholar Model Capacity and Preparatory Review Report” (http://www.wasc.calpoly.edu/cpr/index.html)
2 This acronym stands for: “Retention, Promotion, and Tenure Focus Group Report” (http://digitalcommons.calpoly.edu/senateresolutions/724/).
3 The following are merely examples of RPT criteria in various disciplines and departments across the CSU that could serve as documents we could compare with Cal Poly RPT departmental criteria: Example 1. The teaching, scholarly, and service activities that can be considered in evaluating faculty going through the RPT process in the Biological Sciences Department at Humboldt State University (http://www.humboldt.edu/aps/docs/RTP/RTP_Criteria/BiologicalSciencesDepartment/RTPCriteriaStandardsFINAL.pdf) Example 2. RPT criteria for Dance at Dominguez Hills (http://www.csdh.edu/academicaffairs/RTP_Scholarship_Definitions/CAH/Dance.pdf) Example 3. RPT criteria for Psychology at San Francisco State University (http://academic.sfsu.edu/CMS_uploads/files/27faff-547.pdf)
I formally acknowledge receipt of the above-entitled Academic Senate resolution.