**CLA RTP Policy - Service (proposed revisions for Cultural/Identity Taxation)**

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**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.*

*Note to readers*

- our proposed policy revisions are based on the crowdsourcing work done by the CLASP team in the 21-22 a.y., extensive secondary research prepared by our team members, the Collective Bargaining Agreement (CBA), the proposed new RTP policy for the university, and discussion with Dean Thien

- as much as possible, new/changed language is marked in *green italics*

- with this policy we struggled with how to best assist candidates in describing the burden of cultural/identity taxation they may face without requesting excessive documentation of such labor from individuals who are already overburdened. It was our hope to create a policy that would put this responsibility on evaluating committees, not candidates. However, we recognized that not all who sit on an RTP committee understand what cultural/identity taxation is. Thus, this policy explains and describes cultural/identity taxation and how it affects faculty to: 1) provide evaluating committees with some sense of direction about how they can account for it; and 2) provide guidance for candidates who would like to describe it in their narrative.