

Retention/Tenure/Promotion Policy Race and Resistance Studies Program

Approved by the Provost March 2011

Documentation: The candidate should prepare an index to the file, a complete CV, a narrative account of activities also called a “self-statement” for each of the three criteria below not to exceed more than 750 words per criteria, and supplementary material. Submitted supplementary items can include publications, course material, and other information for evaluation by the committee for each probationary year and when seeking tenure and promotion to Associate or Full Professor. The Race and Resistance Studies Program, hereafter referred to as RRS, will maintain examples of successful files for candidates to review.

Educational Background: RRS is a multidisciplinary field of study that focuses on issues of race and social justice. A Ph.D. or terminal degree in an appropriate discipline or field in which these themes are further illuminated is necessary for tenure and/or promotion in RRS.

General Criteria: The university and program criteria for tenure and/or promotion are (a) teaching effectiveness, (b) professional achievement and growth and (c) contribution to campus and community. Candidates will be evaluated based on these criteria. However for teaching faculty, excellence in teaching is required for tenure or promotion. For faculty whose primary assignment is in something other than teaching, excellence in the primary assignment as well as one other criterion is required for tenure or promotion.

(a) Teaching Effectiveness

Effective teaching is exhibited in the classroom and/or in the community, when faculty join with students to develop knowledge and skills through classroom experiences, scholarly research, creative activities, and community service. Moreover, RRS encourages its faculty to win intra and extramural awards and grants to buy them out of courses. Thus faculty will be evaluated primarily on quality of teaching rather than quantity. Those candidates who are successful in buying out their time will not be penalized for teaching fewer courses than the standard load. The criteria for judging teaching effectiveness are listed below.

- *Course materials*—Syllabi, examinations, learning objectives, reading lists, bibliographies, guidebooks, and film lists are among the materials used by the RTP committee as evidence of course organization, the level at which the course is taught, and the expectations of student learning.
- *Student evaluations*—Probationary faculty and those seeking promotion should submit teaching evaluations to students in all classes taught each semester. The RTP committee regards these surveys as essential to the performance review because they provide a large representative sample of student response to the candidate’s teaching. Scores below 1.5 on the critical questions of the survey instrument, scores above the College of Ethnic Studies mean, or scores above the Race and Resistance Studies Program mean suggest “exceptional” teaching. Scores between 1.5 and 2.0, scores at the College mean, or scores

at the Race and Resistance Studies Program mean suggest “effective” teaching. Scores of 2.0, higher, scores above the College mean, or scores above the Race and Resistance Studies Program mean suggest a need for improvement. We will evaluate the candidate’s performance across both the College mean and the Program mean to provide a comprehensive assessment. The size and nature of the class will be considered in interpreting teaching evaluations. Additionally, RRS will take into account social science research that tracks how women, queer, or of color faculty teaching about social inequality elicit negative comments from students resistant to learning about the realities of masculinist, heteronormative and white supremacist America. Research shows that these comments point more specifically to students’ personal issues rather than accurately reflect the instructor’s teaching ability. RRS will remain aware of these studies in their assessment of student evaluations, weighing data and comments accordingly.

- *Unsolicited e-mails or notes from students*—Unsolicited e-mails and informal notes from students are considered and reviewed. Because they are unsolicited they are considered noteworthy. However, they usually represent a small sample and thus are not regarded as highly as classroom surveys.
- *Signed and written comments from students*—Letters and notes from students are reviewed and considered, but because they usually represent a small sample and are solicited they are not regarded as highly as classroom surveys.
- *Peer class visitations*—Class visitations by fellow faculty members are vital for assessing the level of the instructor’s presentation and expectations. Probationary faculty seeking tenure and/or promotion must have peer visitations at least once if not twice each year after their first semester of teaching in RRS. These visits must be from a tenured faculty member.
- *Advising and Office Hours*—The candidate must engage in advising graduate and undergraduate students and maintain regularly scheduled office hours. Effective advising is demonstrated by an active engagement with students in their research and career development.
- *Additional Activities*—Additional activities equally valued during the evaluation process are new course development, program assessment, substantial course revision/innovation, curriculum development, and advising student groups organized around people of color consciousness.

Teaching efficacy resulting in tenure and/or promotion is defined by appropriate scores in student evaluations and significant quality in the categories above. Consistency and/or improvement in scores and quality of teaching are important benchmarks of candidates seeking tenure and/or promotion to Associate Professor or promotion to Full Professor. The final determination of teaching performance will be based on the RTP committee evaluation of the factors as described above.

(b) Professional Achievement and Growth

Candidates for tenure and/or promotion are expected to publish on issues of race, social justice, and related topics. The normal expectation to establish an appropriate professional development for purposes of tenure and/or promotion to Associate Professor must include one of the following.

- Three peer-reviewed journal articles or book chapters in an edited volume, single or co-authored, that address the RRS's mission in a reputable interdisciplinary and/or disciplinary journals. A reputable press is a press with publication standards, other than author subsidy.
- One completed book manuscript with evaluations that positively review its potential for publication.
- One published scholarly book that focuses on issues relevant to the RRS mission in a reputable press.

The RTP committee will take into account other contributions that may substitute for the publications identified above. These contributions may include but are not limited to the items listed below.

- Documentary film and video.
- Exhibit in the Arts.
- Creative works and endeavors.
- Essays in popular magazines.
- Electronic contributions to scholarly and educational enterprises.
- Published conference papers.
- Publications with governmental agencies, research centers, NGOs, national magazines, foundations, and/or non-peer reviewed journals.
- Book reviews in major peer-reviewed journals.
- Development of a documentary, exhibit or other major creative endeavor in the Arts.
- Invited paper presentations at research institutes.
- Invited conference papers delivered at major national or international conferences.
- Fellowships, grants and leaves secured through extramural or intramural competitions, including those underwritten by governmental agencies, foundations, and other universities.
- Paper presentations and serving as panel discussant and/or chair at academic conferences.
- Project leader, director, or participant in summer institute or other similar activities designed for the professional development of activists, healthcare professionals, secondary teachers, or community college instructors.

Candidates that seek promotion to Full Professor are expected to publish one scholarly book in a reputable press since achieving the designation of Associate Professor or three additional peer-reviewed articles in major academic journals. Other contributions such those listed above will be

considered. The final determination of professional achievement will be based on the RTP committee evaluation of the above factors.

Co-authored work is welcomed and will be weighted by the RTP Committee based on the documentation provided by the candidate.

RRS takes a holistic approach to weighing the balance and entire body of work of an individual faculty member, given their unique commitments and strengths in all areas of professional achievement or growth.

(c) Contributions to Campus and Community

Contributions in this area are broadly defined as service to university life at a program/department, college, and/or university level, and service to professional and civic communities at the city, state, national, and/or international levels.

- *Campus Service*—The RTP committee expects that all probationary faculty will provide service to the program/department. Candidates for tenure and/or promotion to Associate Professor should also have experience on college level committees and candidates for Full Professor should have, in addition, served on university-wide committees, the Academic Senate, and/or university-wide special groups. Evidence of these contributions should be provided by the candidate, relying on third parties wherever possible. Successful candidates for tenure and promotion demonstrate active participation in campus service at appropriate levels.
- *Community Service*—The RTP committee expects emphasis to be placed on those activities that directly use the academic expertise of the candidate. Community service comprises of service other than those provided to the program, college, or university. The community to which this service is directed must be related to the candidate's intellectual purpose. Effective service is determined by its relevance to the field of Ethnic Studies and to the responsibility and time consumed in such activities.

Candidates for tenure and/or promotion to associate professor should be active participants in work of importance and relevance to their field of expertise. Candidates for full professor should demonstrate leadership in work of importance and relevance to their field of expertise.

Candidates are required to document their involvement in community service and address community service in their narratives. Relevant activities may include but are not limited to the items below.

- Grassroots organizing and community activism.
- Professional services and consultations rendered to community organizations, advocacy organizations, NGOs, and public or private sector agencies.
- Membership on boards of relevant organizations and/or agencies.
- Contributions to the media including newspapers, radio and TV.
- Workshops and talks geared toward community groups and/or educational institutions
- Committee participation and offices held in professional societies.

- Serving on editorial boards of academic presses and/or journals
- Reviewing manuscripts for professional journals or presses.
- Reviewing grant proposals and serving on grant review panels.
- Reviewing conference papers and panel proposals.
- Facilitating international exchanges and sponsoring visiting scholars from abroad.

The final determination of contributions to campus and community will be based on the RTP committee evaluation of the above factors.