Raza Studies Department
Retention, Tenure, and Promotion Guidelines
Submitted September 17, 2007
Approved by the Provost March 2011

All faculty should follow the retention, tenure, and promotion guidelines as required by University Policy on Retention and Tenure and outlined in the SFSU Faculty Manual. Faculty should prepare their WPAF accordingly and under the direction of the Department's RTP Committee. Our department's expectations for tenure and promotion coincide with university expectations and the guidelines below provide only further elaboration for evaluation for tenure and promotion in Raza Studies.

Teaching Effectiveness
The Raza Studies Department has standardized a 3/3 (.60) course assignment for probationary and tenured faculty. Concurrently, the University assigns 1/1(.20) for administrative work (including department governance and student advising) and the Department assigns 1/1 (.20) for professional development. Faculty are encouraged, and will not be penalized, for securing course release through University and/or nationally competitive grants or awards or in agreement with the College Dean and Department that reduces in equivalent measure (1course/.20 time) the expectations of a faculty member's normative teaching load. Faculty with joint appointments will have their normative teaching load adjusted according to their time base.

The Department values equally the demands of preparing and implementing new and innovative courses as well as offering major/minor courses and those that fulfill GE requirements, and/or are cross-listing listed with other units departments. This is in respect of the commitment of Raza faculty to keep the department's curriculum intellectually vital and relevant to our community.

Finally, while the Department considers student anonymous quantitative and qualitative evaluations to be suggestive of whether or not a faculty member is meeting the Department's standards for teaching effectiveness, the final evaluation will also weigh: peer observations of classroom teaching; advising/mentoring responsibilities, including scope and letters from students; review of syllabi related to course rigor and currency in the field; and the faculty statement on teaching in the WPAF. All peer observations should be discussed with the faculty member before being placed in the faculty's file.

Professional Achievement and Growth
The Department values and respects the serious, committed efforts of its faculty to continue research within their diverse fields of study. Raza Studies considers professional achievement and growth to be exhibited in a variety of ways and in multiple forums, including research, works in progress, publications, creative works, curriculum development, conference/meeting presentations in academic, creative, and community locations, community service learning, and community involvement where research is directly relevant or applied. Raza Studies also values collaboration and collaborative work of all kinds. As a general rule, faculty could demonstrate their research through works-in-progress, publications, conference/meeting presentations, creative projects,

published reports, grants, curriculum development, or community involvement.

The Department, as a general guide, weighs creative expressions on par with written publications, as is consistent with the character of the field. Raza Studies values collaborative research and publication, creative work, teaching endeavors, and community service. The contribution of a faculty member who has produced a collaborative work or is engaged in collaborative work will be evaluated with the same criteria as someone with a "single authored" product. Likewise, the Department equally values articles that appear in peer-reviewed academic journals and those that appear as chapters in edited books. The Department expects that by the tenure review, faculty will have a minimum of three peer-reviewed publications or equivalent creative works in their field.

Research and curriculum development might include community service learning, field study and/or innovative interdisciplinary design that contribute in important ways to the Department's educational mission and are, therefore, encouraged and evaluated accordingly. Documentation evaluating the quality of these activities is encouraged.

The Department might also evaluate the impact of an individual's contributions to the field of Raza Studies through indicators such as citations of work in published forums, reviews of work and invitations to conferences and talks.

Service
Raza Studies has an expansive definition of community service that includes service on or off campus. Community engagement is at the core of the Department's educational mission and values. This includes participation in Department, College, and University governance as well as collaborative working relationships with Latino Communities at the local, state, national and international level. These relationships do not merely "enhance" or "supplement" teaching and research, they are at the core of what Raza faculty work at building into their teaching and professional growth.

Consequently, the Department takes very seriously the faculty member's candidate statement on their work with/in the communities to which they are connected. This statement helps the Department evaluate the "work ethic" of the faculty member in the context of their personal and professional goals as well as to situate their service within broader professional and community relationships.

In addition to the candidate's statement, the Department may also consider peer, student, and community letters of support and the type of responsibilities and time-demands assumed within professional and community organizations. The Department considers both professional and community-based service to be of equal importance and relevance to teaching and professional development.