

Retention/Tenure/Promotion Policy Dept of Race and Resistance Studies

Revised and approved by RRS Department, June 4, 2025

Revised September, 2025, Approved by Faculty Affairs
effective Fall 2025

Documentation and Self-Statements

Candidates should submit all required documents for the eWPAF, including a complete CV, self-statements (narrative accounts) for each of the three evaluation criteria (not to exceed 750 words per criterion), and relevant supplementary material. The self-statements should highlight the significance and impact of the candidate's work, and if applicable, provide the contexts (such as significant life changes and/or social crises) that have shaped their work. The RTP committee will consider these contexts to make a holistic assessment of the candidate. Candidates are also encouraged to illustrate how their involvement in a given project resulted in outcomes found in multiple areas of their file (research, teaching, service), and/or how their work in one area complimented or influenced their work in other areas. In their files, candidates should include supplementary items that illustrate the significance and/or impact of their work, (such as but not limited to): publications, course materials, letters of support, and other relevant items. Candidates are encouraged to consult with the RTP committee on how to best organize and present their eWPAF materials.

Educational Background

RRS is a multidisciplinary field centered on issues of race and social justice. For tenure and/or promotion in RRS, candidates must hold a degree in a relevant discipline or field that meaningfully engages with these themes.

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.

(a) Teaching Effectiveness

RRS requires excellence in teaching, which is exhibited when faculty join with students to develop knowledge and skills through classroom experiences, scholarly research, creative activities, and community service. Because faculty are encouraged to win intra and extramural awards and grants that may reduce their teaching load, teaching will be evaluated primarily on quality rather than quantity. Candidates who obtain buyouts will not be penalized for teaching fewer courses than the standard load.

The criteria for assessing teaching effectiveness are:

1. Course Materials

Syllabi, exams, learning objectives, readings, and films, are among the materials the RTP committee uses to assess course organization, appropriate instructional level, and expectations of student learning.

2. Adaptation

Teaching effectiveness is also measured by how well instructors adapt, engage students, and create meaningful learning experiences, not simply by how closely they follow a syllabus. Thus, the RTP committee will consider evidence of an instructor's flexibility and responsiveness to student needs, including adjustments of curricular plans as needed. Candidates are encouraged to describe in their self-statements the kinds of modifications they make and their impact.

3. Student evaluations

The RTP committee considers SETE scores as part of their assessment of teaching effectiveness. SETE scores lower than 1.5, lower than the College of Ethnic Studies mean, or lower than the RRS Department mean suggest "exceptional" teaching. Scores between 1.5 and 2.0, at the College mean, or at the RRS Department mean suggest "effective" teaching. Scores that are 2.0 and higher, higher than the College mean, or higher than the RRS Department mean suggest a need for improvement. The size and nature of the classes evaluated will be considered in assessing the SETEs.

RRS recognizes social science research showing that faculty who teach about social inequality receive negative student evaluations from those resistant to learning about the realities of masculinist, cis-heteronormative and white supremacist America. These responses often reflect students' biases rather than the instructor's teaching effectiveness. Thus, the RTP committee considers student evaluations as one of many components of the teaching review and will interpret them in light of this research, weighing data and comments accordingly.

4. Emails and letters from students

Unsolicited emails and letters from students will be reviewed and are considered noteworthy due to their voluntary nature. Solicited letters from former students are also welcome and will be taken into consideration. Anonymous letters, however, will not be accepted.

5. Peer class evaluations

Peer evaluations of classroom instruction by fellow faculty members are vital for assessing a candidate's teaching. Probationary faculty seeking tenure and/or promotion must obtain at least one— ideally two— peer evaluations per year, beginning after their first semester in RRS. This is particularly important for candidates working to strengthen their pedagogy. Evaluations must be conducted by tenured faculty. Candidates seeking promotion to Full Professor are encouraged to include at least one peer evaluation per academic year.

6. Improvement

Efforts to improve teaching effectiveness are valued in the evaluation process, particularly when candidates respond to constructive feedback. In their self-statements, candidates should describe their efforts to modify their pedagogy (e.g., through consultations with the Chair, colleagues, CEETL, etc.) and implement new practices. Candidates are encouraged to include evidence of these

efforts. Candidates are expected to demonstrate improvement – as evidenced by peer and/or student evaluations or other indicators – by the time they apply for tenure and/or promotion.

7. Experimentation

Experimentation with new teaching strategies and responsive adjustments that can better serve our students is encouraged, even if not immediately successful.

8. High number of new course preps

In consultation with the Department Chair, candidates are expected to develop a reasonable range and breadth of courses that reflect their area of specialty while meeting the department's curricular demands. However, due to evolving university conditions, candidates may be required to create a high number of new course preparations and/or teach outside of their primary area of expertise. In their self-statements, candidates should note if they have had to do either of these. The RTP Committee will take these additional demands into account as part of its holistic assessment of the candidate's teaching.

9. Advising and Office Hours

Candidates are expected to maintain regularly scheduled office hours and provide advising to undergraduate and/or graduate students. Effective advising includes actively supporting students in their success at SFSU and/or their career development. Candidates are encouraged to include evidence of their advising efforts, such as any materials they created, as well as letters from advisees.

10. Supervision of Theses and/or Culminating Experiences

Supervising the projects, culminating experiences, and/or theses of graduate and undergraduate students are an important opportunity for RRS faculty to make a significant contribution to our students' education and our fields. The stakes of this work is heightened in Ethnic Studies, particularly emerging fields therein (e.g. AMED, CPIOS, QTES), as our faculty play an integral role in shaping said emergent fields and some of the first texts and scholars therein. As such, RRS places a high value on these types of activities and considers them an opportunity for candidates to demonstrate their teaching effectiveness. Candidates should include this work (e.g. serving as chair or reader on a graduate committee) in their CVs and narrative. Written feedback shared with students in the process of guiding them through their projects, culminating experiences, and/or theses are considered evidence of teaching effectiveness. Candidates should include said evidence in their eWPAFs. Other forms of evidence are welcomed, including letters written by mentored students.

11. Affordability

Candidates are encouraged to consider the affordability of course materials. If they design zero-cost or otherwise affordable courses, they should note this in their self-statements and provide evidence thereof in their file.

12. Additional Activities

The evaluation process also values activities such as new course development, program

assessment, substantial course revision or innovation, curriculum development, advising student groups, and participating in pedagogical training (such as workshops offered by CEETL). Candidates are encouraged to document these activities in their eWPAF by including relevant materials such as new syllabi, revised assignments, curriculum proposals, training certificates, workshop agendas, and descriptions of student group advising. Explanations of these contributions and their impact should also be included in self-statements.

Criteria for Promotion to Full Professor

Candidates seeking promotion to Full Professor are expected to demonstrate consistency and improvement in their teaching. They are also expected to demonstrate curricular leadership. This can include curricular revision, substantial course revisions, new course proposal and design, re/accreditation work, supporting new faculty with their pedagogy, serving on graduate student committees, and pedagogic development and implementation (e.g., CEETL trainings and adoption).

(b) Professional Achievement and Growth

Candidates for tenure and/or promotion are expected to produce intellectual works addressing issues of race, social justice, and related topics. The traditional expectation regarding professional achievement and growth (PAG) for purposes of tenure and/or promotion to Associate Professor is that the candidate must include one of the following:

1. Three single, lead, or co- authored journal articles or book chapters. Note: the types of PAG we outline later can substitute as equivalents for an article/chapter.
2. One single, lead, or co- authored completed book manuscript with evaluations that positively review its potential for publication - OR - a scholarly book published by a university or comparable press.

Note: RRS defines a *reputable journal or press* as one that upholds editorial and publication standards and does not rely on author-subsidized or self-published models. Open access publications are fully recognized as valid scholarly contributions. Candidates are encouraged to publish in languages other than English when appropriate and should explain their choice (such as to reach a specific audience). A manuscript is recognized as fulfilling PAG once formally accepted for publication.

Modes of PAG

Ethnic Studies originated from grassroots struggles for social justice. These movements involved sophisticated intellectual labor such as gathering and communicating precise information and complex concepts to diverse audiences to create meaningful change. RRS candidates may decide to apply their expertise and training through impactful scholar-activism. Moreover, Ethnic Studies in general and RRS in particular is interdisciplinary; our faculty draw from and contribute to different bodies of knowledge - from established academic disciplines to creative works and beyond.

Thus, RRS recognizes modes of intellectual labor beyond the traditional article or

manuscript that is sole-authored, research-based, and double-blind peer-reviewed. These include:

- (1) community-based labor, and
- (2) collaborative work, such as with academics, community members, students, organizers, experts outside of academia.

Note: RRS considers collaborative publications or projects as the equivalent of a solo-created project. For collaborative projects, candidates should include a letter from one or more collaborators that describes the candidate's contributions.

Types of PAG

The RTP committee recognizes the following types of work as equivalent to academic publications (e.g. a journal article or chapter). RRS also recognizes that projects may be multi-modal—for instance, combining both visual and written components—and affirms the value of such work. For each, candidates should explain in their self-statements the rationale for choosing that particular form—such as alignment with their training, the ability to reach a key audience, the relevance to their field, or community impact, etc.

RRS also recognizes various processes of review, criticism and/or selection as valid as double-blind peer-review (for example, editor-review, or selection by a jury of practitioners, etc.). When applicable, candidates should demonstrate, in their self-statement, why the review process for their work was appropriate given its nature and describe the rigor of the process.

Upon consultation with the RTP committee and department chair, candidates can have a given item of PAG weighted more than the equivalent listed in the descriptions below.

Publications and Grants

1. **Edited volumes.** The curation and editing of volumes, anthologies, special journal issues and related texts are significant forms of intellectual work. They can play a critical role in shaping disciplinary fields and directions, particularly for emerging areas of Ethnic Studies that are often housed within RRS. Thus, RRS considers edited volumes the equivalent of at least one article/chapter publication. In their narratives, candidates should explain the significance of their work and provide accompanying evidence.
2. **Public scholarship:** such as essays in popular serials, or in publications produced by the government, research centers, NGOs, foundations, etc. (e.g. white papers or “grey literature”). In their self-statements, candidates should illustrate the purpose and impact of sharing their work in these venues. RRS considers publications in popular serials as, at most, the equivalent of one article or chapter. RRS considers substantial publications for government, research centers, NGOs, foundations, etc. as the equivalent of at least one article or chapter. Candidates should consult with the RTP committee to determine a fair

equivalency.

3. **Translated works.** RRS values translation as a vital contribution to Comparative Ethnic Studies, which centers subaltern knowledge that can be expressed in non-English languages. Translated works are recognized as equivalent to at least one article or chapter. In self-statements, candidates should explain the text's significance, their rationale for translating it, and how it was made accessible.
4. **Book reviews.** Substantial, article-length book reviews in peer-reviewed journals are also valued and count as one article or chapter publication. Shorter book reviews are welcomed, but they are considered supplemental (not the equivalent of an article).
5. **Community-Based Public Scholarship:** RRS considers community-based intellectual work equivalent to (at least) one article or chapter length publication. In their self-statements, the candidate should explain: how the project addresses a relevant social justice issue; how collaborators and/or targeted audiences shaped the form of the work; how their training or expertise informed the work; how it was evaluated by collaborators, peers, or audiences; and its impact. Candidates can include materials—such as a letter from a senior academic- that help contextualize their work as PAG.
6. **Applications for External Fellowships, Grants, and Leaves:** RRS encourages candidates to apply for external (outside of SFSU) competitive fellowships, grants, and leaves to support their scholarship, creative work, program development, or community engagement. Successfully awarded external applications are considered equivalent to at least one article or chapter-length publication. Even if not awarded, two external competitive applications are also valued as equivalent to one such publication, recognizing the significant intellectual effort involved. The grant applications should be substantive; the candidates should consult with the RTP committee for affirmation. Candidates should explain in their self-statements why they pursued these opportunities, the work required, and any positive reviewer comments received as an indicator of the quality of their work.

Artistic work

Candidates submitting artistic work should consult with the RTP committee to ensure their work can count towards PAG. If the committee affirms, the candidate should describe in their self-statements the creative process, the significance and impact of the work, and how it has been evaluated—whether through review, criticism, or selection by relevant communities (e.g., established practitioners, curators, or juried panels). Candidates are encouraged to include supporting evidence in their files to demonstrate the relevance and reach of their work.

7. **Language arts:** such as novels, memoirs, short stories, poetry. Note: a novel or memoir counts as 1 book and, with evidence of significance, itself fulfills PAG.

Other forms of language arts can be the equivalent of one article, and candidates should consult with the RTP committee on this matter.

8. **Visual and Cinematic Arts:** such as photography, murals, documentaries, and curated exhibitions and/or accompanying study guides

9. **Performance Arts:** such as music, dance or theater performances

Program Development for Emerging Fields

10. **Program Development:** RRS serves as an incubator for emerging fields in Ethnic Studies to develop into stand-alone programs and departments, and some candidates are hired explicitly to develop programs. Program development requires the application of a candidate's expertise that results in innovative work that creates new academic fields of study; as well as transformative work that shifts the curricular offering, epistemologies, and institutional practices of the western academy.

Program development requires candidates to apply their unique expertise, training, and cultural competency, to be responsive to community feedback, and to *create an impact that goes beyond* our classes, department, and university. These programs make a difference that is consistent with the original intentions of Ethnic Studies. They positively impact the trajectory and well-being of communities they serve, as well as change the political and social terrains they engage. Furthermore, they translate these political and social conditions into subjects of academic study. Finally, other institutions can reference our programs as a model to build comparable ones.

Program development is a complex endeavor that demands more than creating new courses or contributing to our campus community. It entails a variety of labor-intensive obligations that can range from community work, to consulting with students and engaging with administrators and beyond. These tasks are all part of a complex project: they require the candidate to apply their expertise and are foundational for the program to operate.

Examples of program development work can include, but are not limited to, the following:

- developing a new minor or major;
- developing new courses for a new or emerging minor or major;
- developing culturally responsive strategies to recruit, retain, and graduate students from historically excluded backgrounds;
- Developing culturally responsive pedagogy to best work with students from historically excluded communities;
- working with senior administrators to change institutional practices (for example: changing the departmental placement of the program, changing how universities collect demographic data about race/ethnicity, advocating for

institutional support for students from historically excluded communities, etc.);

- securing and managing grants to grow the minor or major ;
- consulting with outside scholars to build the program at our institution and beyond.

Candidates engaging in program development can submit this work to count as the equivalent of (at least) one article and/or chapter length publication. Candidates can opt to count program development tasks and/or accomplishments (that are not already included in PAG) into service or teaching. Candidates are encouraged to detail, in their self-statements, how their work involved intellectual innovation and to include evidence (such as a letter from a senior scholar) of the impact of this work.

Contributing Expertise

11. Contributing expertise: RRS candidates can be recruited to contribute their expertise before key audiences, such as:

- Earning appointments as visiting scholars at another institution, where they can provide public talks, collaborate in research, develop curriculum, etc.;
- Serving as a key contributor (e.g. director or instructor) in institutes or organizations designed for the professional development of activists, professionals, educators, or practitioners

Being recruited indicates how peers value a candidate's expertise and how it can shape fields, institutions and occupations. As such, this form of PAG can count as the equivalent of up to one article. Candidates, in their self-statement, are encouraged to explain the significance of their intellectual labor and its impact.

12. Paper Presentations

Note: RRS recognizes that conferences are costly and not always fully subsidized. Thus, they are not required for tenure and/or promotion. For candidates submitting paper presentations for PAG, candidates should consult with the RTP committee regarding the weight of their work. Presentations can count up to 1 article or chapter.

- **Invited Presentations or Public Talks:** such as at research institutes and conferences
- **Juried Conference Presentations:** such as those delivered at regional, national or international conferences. Can include serving as a panel discussant if the role is substantial. Candidates submitting conference presentations to satisfy PAG should complete at least five.

Criteria for Promotion to Full Professor

Candidates seeking promotion to Full Professor are expected to publish a scholarly book in a reputable press or three additional journal articles or book chapters. Candidates seeking full can also submit other types of PAG (such as those listed above) to fulfill the PAG requirements for promotion to Full. Other contributions beyond those listed above will be considered as well.

In addition to maintaining or improving their productivity, candidates seeking promotion to full are expected to demonstrate leadership in their areas of expertise, such as: producing and/or presenting work that establishes the candidate as a leader in their field, earning more or larger grants, and contributing to associations (e.g., committee chair).

Holistic Evaluation by the RTP Committee

The information above serves as a set of guidelines. At its core, RRS places the highest value on the quality of a candidate's impact through PAG, rather than the quantity of their output. Thus, the RTP Committee will take a holistic approach in evaluating each candidate on their own to assess the overall impact of a candidate's body of work as well as any extenuating circumstances they faced. If a candidate's contributions to PAG differ from the examples above, the committee may still conclude that the work meets RRS's standards for tenure and/or promotion.

(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 engage in service to their department during their early probationary years and engage in service to the college in later probationary years. (Candidates for Full Professor should demonstrate service on college and university-wide committees; see more below under "Criteria for Promotion to Full Professor").

Department Service: Examples of Department service can include, but is not limited to, the following:

- serving on department committees (e.g., hiring, chair evaluation, events); and/or
- bolstering the department and student recruitment, retention, and success.

College Service: Examples of College service can include, but is not limited to, the following:

- serving on standing committees; and/or
- serving on ad hoc committees.

University-wide Service: Examples of University-wide service can include, but is not

limited to, the following:

- representing the department or college at university-wide events
- serving on standing and/or ad hoc university committees
- serving in the Academic Senate
- serving in the California Faculty Association
- performing CSU-wide forms of service (e.g. the California Pre-Doctoral Program, etc.).

Student support: Campus service includes student support and/or sponsoring student organizations. Faculty in RRS are often called upon to support students, particularly as visible members of communities historically excluded from academia. This work is essential to the recruitment and retention of students, especially for candidates involved in program development. Additionally, in a context of budgetary austerity, faculty are increasingly expected by administration to take on responsibilities related to student recruitment, retention, and graduation. Candidates who choose to highlight student support as part of their service work are encouraged to describe their efforts and provide evidence of their effectiveness. To indicate their impact, candidates can include letters from students.

Campus events: Campus service includes organizing campus events. The mission of the university is to interrogate and communicate ideas, and events featuring key guest speakers and/or texts contribute meaningfully to the university's function. Such events are especially important within the tradition of Ethnic Studies, as they serve as public forums for engaging with pressing social issues and offer valuable opportunities for student learning and community engagement. However, organizing these events often involves significant labor, particularly at a public university facing budgetary constraints and limited resources. RRS therefore recognizes event organization as a valid form of service.

Candidates are encouraged to provide evidence of an event's impact to help the RTP committee better appreciate its significance.

Evidence of these contributions should be provided by the candidate, relying on third parties to produce letters explaining the impact of their service 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 service other than those provided to the program, college, or university. Candidates should explain how this service is related to the candidate's intellectual purpose, and how they contributed to these projects. Effective service is determined by its relevance to the field of Ethnic Studies and to the responsibility and time consumed in such activities.

Candidates are required to document their involvement in community service and address community service in their narratives. Candidates are encouraged to request letters from community partners to detail the impact of their efforts, and the RTP committee could

request such a letter from a community partner to best assess the candidate's impact. 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.

Criteria for Promotion to Full Professor

Candidates for Full Professor should demonstrate service on college and university-wide committees, the Academic Senate, and/or university-wide special groups. Candidates are also expected to have demonstrated leadership in service, such as chairing a committee.