

## Departments of Sociology and Sexuality Studies

### RETENTION, TENURE, AND PROMOTION POLICY

(Approved by the Department Faculty October 2024)

Approved by Faculty Affairs, effective Fall 2024

This policy contains all relevant criteria for retention, tenure, and promotion in the Department of Sociology & Sexuality Studies. In accordance with Academic Senate Policy S24-241, section 1.1.3.6 “All UTPC considerations must correspond with department RTP criteria (Department RTP policy).” Thus, all candidates will be evaluated on these criteria through all levels of review. (For an outline of the review process, see <https://facaffairs.sfsu.edu/review-process-year>).

All faculty members are expected to be actively and effectively engaged in teaching, scholarship, and service. At the same time, the Departments of Sociology and Sexuality Studies appreciate the diversity of career profiles among our faculty. We evaluate performance within the context of the unique set of strengths and interests that each faculty member brings to the responsibilities of teaching, scholarship, and service.

Moreover, the Department of Sociology and Sexuality Studies are committed, within the limits of our resources, to provide or seek the kinds of support (e.g., mentoring and course release time) that faculty members need to meet the University’s expectations. Candidates for tenure and promotion to Associate Professor can expect the Sociology and Sexuality Studies’ RTP Committee to provide them with a clear and thorough assessment of their progress toward meeting the requirements of tenure and promotion in their second- and fourth-year reviews. Candidates for promotion to Full Professor can expect the RTP Committee to meet with them to discuss their progress toward meeting the requirements for promotion when they begin their fourth year since earning promotion to Associate Professor and tenure.

**Documentation:** The candidate should prepare their eWPAF in accordance with guidelines established by the SF State Academic Senate, available at the Faculty Affairs website. Consistent with Academic Senate policy S24-241 probationary faculty have until their 6<sup>th</sup> year to meet the RTP criteria. The RTP committee will work with probationary faculty to support their tenure and promotion. Tenured faculty members may be considered for promotion to Full Professor according to the time guidelines outlined by Academic Senate policy S24-241 and once they have met the criteria for promotion outlined below.

**General Criteria:** The university and department criteria for tenure and/or promotion are (a) teaching effectiveness, (b) professional achievement and growth and (c) contributions to campus and community. These are heuristic categories, helping reviewers at all levels appreciate the depth and breadth of a candidate's accomplishments; we recognize that work can contribute to more than one of these categories. The Sociology and Sexuality Studies RTP Committee will evaluate candidates holistically on all criteria. The RTP committee expects candidates to contribute to the intellectual and professional goals of Sociology and Sexuality Studies. The department's overall mission and goals relating to teaching, scholarship, and service are multifaceted, reflecting the fact that we represent two distinct degree programs at SF State (Sociology and Sexuality Studies), and that the Sexuality Studies program was designed to be interdisciplinary in its approach. As a result, faculty members in the department may identify themselves as belonging to either program, or to both. With regard to the training of sociology students, our mission is to provide them with "the abilities necessary to explore systematically the connections between people and their social worlds in order to better understand the social, political, and cultural context in which problems develop and changes occur." With regard to the training of sexuality studies students, our mission is to provide them with knowledge about processes and variations in sexual cultures, sexual identity and gender role.

### ***Teaching Effectiveness***

To be considered for tenure and/or promotion, the candidate must reflect on their continued growth and development in teaching and learning. We value our colleagues' intellectual labor as educators and acknowledge the impact, and risk, of experimentation and implementation of social justice and equity-minded pedagogy. Thus, our department's assessment of our colleagues' teaching will include a myriad of data points and contextual information to describe the development of a candidate's teaching growth. Additionally, we encourage candidates to demonstrate how their pedagogy, techniques and methods support self-actualization as educators aligned with the student, course, and program learning outcomes.

The Department conceptualizes excellence in teaching on two dimensions — (1) orientation towards high quality student learning, and (2) scholarly relevance and currency in teaching. For the first aspect: An effective instructor must incorporate teaching practices and materials that meet the bulk of students "where they are" at the beginning of the course and push them beyond the boundaries of what they know with skills-building and assessments designed to measure this growth. These elements must be articulated in the narrative that addresses the logics of course design and demonstrates how the materials build from students' foundational skills, assessment design, and ideally, should be commented on in peer reviews.

Second, course materials should reflect current and relevant debates in fields pertinent to the course. Excellent instructors will select accessible materials to which students can relate, as well

as materials that push students beyond their zones of intellectual familiarity. Candidates can demonstrate scholarly relevance in their narrative and include evidence through course materials and, ideally, should be commented on in peer reviews of the course.

Candidates are expected to teach courses that meet departmental needs and prioritize student success. Thus, candidates are expected to teach a balance of core courses and elective courses. The RTP committee will help contextualize the candidate's course load.

The materials for assessing our colleagues' teaching are as follows.

*Course Materials.* The RTP Committee will consider material including syllabi, class activities, lecture slides, handouts, examinations, learning objectives, reading lists, bibliographies, guidebooks, and film lists in undergraduate and graduate courses as evidence of course and class organization, the appropriateness and rigor of the expectations for student learning, the currency of course material, and the course's contributions to departmental degree programs or SF State general education requirements. One syllabus per course taught is required, especially if they are new courses. If the same courses have been taught by the candidate over time, the candidate should include the most recent versions, especially if there are changes to be highlighted. We encourage candidates to include course materials that demonstrate curricular innovation including 1-2 artifacts per course to support their discussion of their teaching.

*Peer Class Visits.* Our department aims to foster collegial discussion and development of teaching and pedagogy through class visits. Therefore, class visits provide candidates with a sustained engagement between instructor and department members about pedagogy and teaching methods. Peer observations will balance the candidate's assets and areas for growth. Peer observers will work with the candidate before and after class visits to emphasize a developmental approach to ensure candidates are supported in curricular changes towards achieving the learning objectives of the courses offered. Class visits will support the candidate in making curricular changes to achieve the course's learning goals. Aspects of teaching that can be included in the process of dialogue and class visits can include the instructor's presentation and organization of course material, expectations of students, and use of classroom time and modalities. The conversations from these visits should provide tenure-track and tenured faculty with the support and recommendations towards their growth as instructors. The RTP Committee recommends that all faculty seeking tenure and/or promotion host peers for classroom visits at least 3 times over 5 years as a member of the department. The Chair of the RTP committee will strive to assemble the required amount of peer class visits that reflect their teaching in undergraduate and graduate courses, as appropriate, in time for candidate's reviews.

*Office Hours, Advising, and Mentorship.* Our department requires that candidates maintain regularly scheduled office hours with times and location accessible to students. We recognize

that maintaining accessible office hours may require multiple modalities (e.g., in person and virtual meetings).

We acknowledge that the work of advising for majors, minors and graduate students regarding students' progress in our degree programs requires different workloads. We also recognize that mentorship of students regarding their academic interests and opportunities, career paths beyond SF State and their educational journey and success is qualitatively different than advising. Advising is defined broadly to include activities such as developing a coherent education plan towards graduation, while this work has been centralized to the university advising center, candidates can demonstrate their continued service to our students by describing their ongoing advising load and activities. Mentoring students is a qualitatively distinct task as they develop and complete lengthy thesis or capstone projects, respectively. The work of mentorship may require candidates to provide feedback to students regarding graduate program paths, writing of letters of recommendations to multiple programs across multiple years, incorporating students into their research and scholarly efforts, training students to take on their own research projects which includes but is not limited to academic writing, presentations at conferences and applying for scholarships.

Faculty that represents historically marginalized communities can incur unique burdens, otherwise known as “cultural taxation”, in their workload as advisors and mentors. Therefore, candidates are encouraged to elaborate on their role as mentors and advisors in the narrative prepared to accompany their eWPAF. The candidate's narrative should allow the committee to appreciate the breadth and depth of these distinct efforts, making sure to address the advising and mentoring labor offered to undergraduate majors and minors and, as appropriate, graduate students. We encourage candidates to work with the RTP committee to help the committee document and contextualize the advising and mentorship work the candidate engages in. While we welcome documentation the candidate can provide, we recognize how difficult it can be to document this kind of labor. Thus, we encourage candidates to work with the RTP committee so that the committee can contextualize the candidate's labor.

*Student Evaluations.* A robust body of research has demonstrated that student evaluations are not just ineffective in assessing the curricular design and pedagogy of university professors, but also that they are biased against faculty of color, Queer and Trans faculty, immigrant faculty with accented English, women, and faculty who embody identities that have historically been excluded by systems of power. To this end, we recommend that probationary faculty and those seeking promotion should submit completed student evaluation scores from the courses in review and contextualize the course specificity (e.g. core course, new prep, etc.). Since the department takes a holistic approach to assessing teaching effectiveness considering other course materials and peer observations, as well as factors such as class size, subject matter, challenging group dynamics, and whether the course is an elective or required course, we encourage probationary faculty and those seeking promotion to engage these scores in their written reflection defining its limitations (e.g. how many students filled out the survey v. how many students were enrolled, etc.) and summarize their meaning within the context of a given

class. However, because surveys have been proven to be flawed and often do not reflect every single student's response in each course, the RTP Committee regards these surveys as only one component of performance review.

*Additional Activities.* The RTP Committee will also consider other teaching-related activities during the evaluation process, including new course development, program assessment, course revision/innovation, curriculum development, and active engagement with students in research and career development, including student participation in field experiences and serving on MA theses committees. Our department recognizes that teaching topics that can be contentious presents a certain risk to candidates, especially those who belong in historically marginalized groups, thus non-traditional teaching methods, new techniques and technologies, and pedagogical approaches are supported. These should be discussed in detail by candidates in their narrative.

Tenured and tenure-track faculty who teach in the Sexuality Studies MA program are expected to serve on MA thesis committees as first and second readers. Their labor can be documented by a letter from the Sexuality Studies graduate coordinator.

#### From Associate Professor to Full Professor

Candidates applying for promotion from Associate Professor to Full Professor are expected to demonstrate continued efforts to improve their own teaching effectiveness which can be evidenced by the teaching artifacts. We expect that candidates to Full Professor engage with peer observations as a form ongoing engagement with pedagogical development. Our department expects that candidates engage towards curricular innovation and development through the following:

1. Mentoring tenure-track faculty and lecturers through peer observations and the exchange of teaching techniques and resources,
2. Mentoring undergraduate and graduate students in independent study, theses, presentations, manuscript preparation and other scholarly work,
3. Leading curricular development and reviews of our programs,
4. Leading curricular revisions to support student success,
5. Leading ongoing development of new courses or modification of existing courses where appropriate.

Candidates can provide their own development of teaching and pedagogy through their participation in professional workshops and conferences on the topics of teaching and learning, publication of their own teaching innovations and collaboration within the department.

If a candidate's primary assignment changes during a period of review, effectiveness in their assignment through documentation and evidence should be provided to demonstrate their performance (see Senate Policy S24-241,1.8.1).

The RTP Committee will consider all of the above factors in its final determination of teaching effectiveness.

### ***Professional Achievement and Growth***

Sociology and Sexuality Studies expects candidates for tenure and/or promotion to publish and present on issues related to their substantive fields of study and home disciplines, which for our faculty are often interdisciplinary. The RTP committee will base its final determination of professional achievement on a candidate meeting of the criteria below. The RTP committee will take a holistic approach when considering how the candidate has met the criteria for professional achievement and growth. Thus, the candidate should describe and explain their professional engagements and goals in the eWPAF narrative. This can include how the candidate's interests have developed or changed over time. When considering published work, the RTP committee will take an expansive view of peer-reviewed work to include any published work that has received feedback from peer-reviewers, special issue editors, or book editors. We take this approach in recognition of historical inequalities that are shaped by academic norms that value elitist venues for publication, impact factors and strictly academic audiences, which do not share SFSU's commitment to teaching and social justice. Further, this expansive approach recognizes how faculty to balance and innovate research dissemination with high teaching loads.

Our department recognizes that professional growth can be achieved in a variety of ways, and considers a broad range of methods of scholarship, including collaborative research and writing, non-traditional, non-university publication and creative work outlets, and alternative methods of research (e.g. community-engaged, participatory action research) to be as valuable as traditional methods of scholarship and innovative scholarship. Since many in our department write for interdisciplinary and critical scholarly audiences, we recognize that impact factors are not necessarily a good indicator of quality. Instead, we rely on a range of factors to evaluate the quality of published work, including but not limited to, stature of journal or publication; degree to which work engages the community; contributions of article to advancing knowledge in the field; editorial board members; impact on the community or professional field; indicators of wide reach or recognition; and assessment by external reviewers. Open access publications are considered for promotion, if peer-reviewed.

*Publication Expectations.* Lead-authored publications may include scholarly books and peer-reviewed journal articles where the candidate was the primary author (i.e., first author) or shared equal responsibility for authorship with co-author(s). Collaborative research and publications are increasingly a norm in academia (including with students and community members). Our department values both single, co- and multi-authored publications; these

types of publication can count equally towards professional achievement and growth. Faculty members are encouraged to collaborate and develop peer and community research networks. Candidates should elaborate on their role in these publications in their eWPAF. Our department recognizes that co- or multi-authored publications, especially when someone is the lead author, may require more work than a single-authored publication, and should be recognized as such. For co-authored publications where the candidate is a co-author (and not the lead), letters from the lead author are encouraged that spell out the candidate's contribution to the publication.

The usual expectation for demonstrating effective professional achievement and growth for purposes of tenure and/or promotion to Associate Professor is one of the three following:

1. One single- or lead-authored,\* published scholarly book (published or with documented final acceptance from publisher) focusing on issues related to the candidate's substantive field in study; or
2. Three single- or lead- or co-authored,\* published peer-reviewed journal articles focusing on issues related to the candidate's substantive field in study; or
3. A comparable level of scholarly achievement as demonstrated by one peer-reviewed single- or lead-authored\* journal articles and a combination of activities such as the following, the majority of which should be peer-reviewed:
  - o Editing a book for publication by a university or comparable press;
  - o Producing a scholarly manuscript under book contract;
  - o Producing a published textbook that has undergone a documented review process that is available to RTP;
  - o Publishing work in an edited volume published by a university or comparable press;
  - o Editing an issue of a journal;
  - o Publishing book chapters in peer- or editor-reviewed volumes;
  - o Publishing conference papers in peer-reviewed conference proceedings;
  - o Publishing online writings that have undergone a peer-reviewed process;
  - o Development of a documentary film, artistic exhibit, or other major creative endeavor in the Arts related to the candidate's field of study, and subject to a peer-reviewed process in keeping with the genre's disciplinary traditions;
  - o Publicly disseminating research through conference presentations (papers, talks, or posters) or other public sharing of work in public forums or community forums. Public dissemination of work for various scholarly and community audiences,
  - o Securing externally-reviewed grants (e.g., those awarded by governmental agencies, and foundations). All submitted grant proposals, regardless of whether funds were awarded, are viewed positively. However, more weight is given to grants on which the candidate is Principal Investigator. Positive comments from reviewers regarding unfunded proposals may be considered;
  - o Securing internally-reviewed and funded (e.g. SF State Research, Scholarship and Creative Activities Fund);
  - o Publishing reports or articles for governmental agencies, research centers, NGOs, national magazines, foundations, or non-peer reviewed journals;
  - o Producing contracted research reports; and

- o Publishing book reviews in peer-reviewed journals (similar to the way we view conference presentations, publishing book reviews, while insufficient in and of itself, is seen as meaningful scholarly engagement).

The RTP Committee expects candidates seeking *promotion from Associate to Full Professor* to demonstrate an active publication record that can include one of the following while in rank as Associate Professor:

1. Two single- or lead-authored,\* published peer-reviewed articles focusing on issues related to the candidate's substantive field of study; or
2. Co-authored, published scholarly book in the candidate's substantive field of study; or
3. One single- or lead-authored,\* published scholarly book in the candidate's substantive field of study; or comparable level of scholarly achievement as demonstrated by two or more scholarly publication avenues listed above.

Candidates seeking tenure and/or promotion **may elect to** be externally evaluated regarding their professional development and growth. This process is guided by social justice principles and focuses on the candidate's self-actualization. If a candidate elects to include external reviews this process will begin in the year prior to tenure/promotion. The RTP committee and the candidate will work together to identify potential external reviewers. If candidate's elect to include external reviews, we encourage candidates to choose external reviewers from institutions with similar teaching loads and levels of internal support for scholarship and research. In addition, the candidate should identify reviewers that can address the contributions and impact of their scholarship. Given the expansive view of scholarship outlined above, we encourage candidates to identify writers that can speak to the impact of their intellectual work on either academic community or other communities the candidate has engaged with. As such, we value letters that can speak to the candidate's growth and impact on diverse communities. When selecting academic letter writers, we encourage candidates to identify writers without regard to the writer's rank. Candidates may also seek letters from research collaborators, especially if collaborations are ongoing.

This is particularly useful to show the impact of professional and community achievements for candidates using alternative methods of scholarship, whose research is specialized in a subfield, or whose quantity of scholarship does not meet traditional metrics. Candidates for Professor must notify the Chair and/or RTP committee by the beginning of the spring semester prior to the year seeking promotion to facilitate the external review process. The candidate and the RTP committee are responsible for generating a list of 4-5 names that meet these criteria, but the choice and solicitation of external reviewers is the responsibility of the RTP Committee. This should be accomplished in the spring semester of the year prior to application for tenure and/or promotion. The RTP Chair will be responsible for contacting the external reviewers. Candidates should not in any way contact the external reviewers.

Our department recognizes that candidates may not have access to institutional funds that facilitate the submission of conference papers and conference travel. Therefore, we acknowledge



that it may not be feasible for the candidate to disseminate their work at international or national conferences. Candidates for Associate Professor or Full Professor are not required to present their research and scholarship at disciplinary conferences that require out of pocket expenses by the candidate. Limited participation at national and international conferences may hinder a candidates' ability to build their professional profile and connections that translate into networking opportunities such as research collaborations, editorial board positions etc. Furthermore, a conference paper or even multiple papers, or other public dissemination of work is evidence of meaningful but not sufficient scholarly engagement, thus it cannot be the sole basis of tenure and promotion.

### ***Service to Campus and Community***

The Sociology and Sexuality Studies RTP Committee defines contributions in this area as service as the application of one's expertise to endeavors outside of areas covered in the teaching and professional growth and achievement sections above. Service can be to university life at a program/department, college or university level; or service to professional or civic communities at the city, state, national, or international levels. Service generally integrates with a faculty member's teaching and scholarly goals and is not always easily separated from these goals. We view service as the synergistic application of a scholar's work in novel ways.

*Campus Service:* The RTP Committee expects that all probationary faculty will serve the Department of Sociology and Sexuality Studies to support our students' needs and foster an environment of dialogue and development for faculty at all ranks. We have the expectation that tenure-track and tenured faculty will align their service commitments to their goals as scholars and educators to participate in shared governance in the college and university. Moreover, we understand that our faculty members especially those from historically excluded communities have and sustain relationships and obligations to their own communities beyond SF State and we recognize that labor as part of a candidate's service profile. We urge faculty to define and reflect on the types and scales of service they have conducted in their review period.

We expect that candidates for tenure and/or promotion to Associate Professor should also have experience on college-level committees (elected or appointed), and candidates for Professor should have demonstrated participation on community-based work, university-wide committees, the Academic Senate, and/or university-wide special groups. The RTP Committee welcome but do not require, whenever possible, evidence of these contributions in the form of third-party letters, flyers, reports, minutes for meetings, etc. Candidate's active participation in and substantive contribution to campus service at the appropriate levels demonstrates effective service. Relevant activities include (but are not limited to) the following:

1. Serving on departmental committees;
2. Serving on college-level and university-wide committees;

3. Contributing to the success of other departments and undergraduate and graduate programs of study, and to general education at SF State more broadly;
4. Making contributions to campus-based institutes and centers;
5. Serving as representative to the California Faculty Association;
6. Advising student organizations; and
7. Mentoring faculty in the Sociology and Sexuality Studies department and across campus.

*Community Service:* We take an expansive view of community service that embraces the candidate's intellectual communities both inside and outside of the academy. Thus, we see service to the discipline and work with and for community as important parts of the candidate's self-actualization and file. We also recognize that our intellectual communities will change with time and new directions in research and community work. Thus, candidates should explain their community involvement and service as it relates to their current or future intellectual endeavors.

Candidates for tenure and/or promotion to Associate Professor should demonstrate active participation service work that promotes their intellectual engagements, growth, or academic interests. Candidates for Full Professor should demonstrate a service portfolio that represents their intellectual engagements, growth, or academic interests. We encourage all candidates, regardless of rank, to collaborate with the RTP committee to develop and actualize a service plan that meets the candidate's goals. Candidates should document their involvement in community service and address community service in their narratives, including 1 or 2 artifacts where it can support the candidate's work. We trust the candidate to accurately represent their service to community profile. We encourage the candidate to consider including diverse forms of evidence, including, flyers for events, reports, etc. The candidate can also include letters from third parties as evidence, although this is not required.

Relevant activities include (but are not limited to) the following:

- Working with or acting as a consultant to community organizations, advocacy organizations, NGOs, and public or private sector agencies;
- Belonging to boards of relevant organizations and/or agencies;
- Writing grants in collaboration and for the organizations;
- Participating and organizing community-building efforts aligned with their expertise and interests;
- Creating and conducting collaborative research plans and projects which include consultation, data collection, data analysis, writing and presenting the information;
- Participating in creative works with organizations;
- Writing reports or policy briefs, or making presentations to inform campaigns towards community organizations' objectives;
- Serving on editorial boards of academic presses and/or journals;

- Refereeing manuscripts for professional journals or presses;
- Reviewing grant proposals and serving on grant review panels;
- Reviewing conference papers and panel proposals;
- Contributing to the media, including social media, newspapers, radio and TV;
- Facilitating workshops and delivering talks geared toward community groups or educational institutions;
- Sitting on committees and holding offices in professional societies; and
- Mentoring professional colleagues and students in relevant disciplines.

The RTP Committee will base its final determination of contributions to campus and community on an evaluation of the above factors.

*Procedures for Promotion from Associate to Full*

The Department recognizes its responsibility to continue supporting faculty careers post-tenure. To this end, RTP Committee Chair will engage Associate faculty in annual discussions regarding their academic plans. These discussions aim to maintain strong connection between department and faculty work post-tenure. Academic plans can outline the teaching, professional growth, and service that the candidate sets out for that year. Through the academic year, the RTP Chair will offer meetings to assess and adjust the plan according to the candidate's workload. If requested by the candidate, the RTP can write a letter outlining the accomplishments and needs for the candidate. The aim of this process is to assist candidate in planning their work to reach full professor in five years.