CHSS Guide to Retention, Tenure, and Promotion (RTP)

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About the RTP Handbook —

Retention, Tenure, and Promotion (RTP) processes at any university includes many moving parts and people. It can be stressful and confusing as university and departmental criteria can be vague and lack precision. The process can recreate exclusion and invisibility reflective of larger systems of power. In the College of Health and Social Sciences (CHSS), we strive to examine these processes to align with the CHSS mission and vision. While no document can offer a fool-proof template for success at RTP, the purpose of this document is to offer departments and programs in CHSS and candidates for tenure and promotion clarity and transparency in the process. CHSS wants all faculty members to be successful and earn promotions in meaningful ways. College leadership recognizes that this process can be rife with inequity for faculty who are from historically marginalized backgrounds. We recognize that earning tenure and promotion is driven by the work and assessments of faculty, however, this document calls on departments and programs to consider the process as developmental, co-constructive and collaborative. To this end, this document is directed to three audiences:

1) Departments whose responsibility is to revise RTP criteria every 5 years, and utilize the criteria to promote faculty development and success,
2) Faculty seeking retention, tenure and/or promotion,
3) Retention, Tenure, and Promotion Committee members who write the first level letters and Department chairs who write the second level letters.

This document is based on [Academic Senate Policy S24-241](#), the latest RTP guidelines available at the time of this writing. Please check the website of Faculty Affairs to make sure this is the most current document. Most of this manual addresses general issues that will not be affected by revisions to the policy, but some of the details may change.

The manual is rooted in the work of the CHSS Circle focused on racial/social justice in RTP procedures. This group was formed in recognition of the bias inherent in systems of higher education in the Spring of 2022. The following prelude, developed by the CHSS Circle and approved by the CHSS Chairs Council in May 2023, is a broad statement of recognition of and solidarity for the lived experiences of racialized, multiracial and multicultural, disabled, LGBTQIA, women, first-generation, working-class, immigrant faculty. The prelude is intended to support, inform, and guide faculty in their practice through the RTP process as department members, candidates for tenure and promotion, and RTP committee members.

Before continuing, we want to acknowledge the challenges of choosing terminology for the rest of this document. The CHSS Circle was charged with examining the RTP process with an eye toward racial justice but agreed as a group that all of us have intersecting and

complicated identities that cross race/ethnicity, national origins, linguistic, immigrant or refugee status, gender, sexuality, class, ability levels, and other social-political identities. We introduce the idea of "people in the academy from communities facing historical and on-going intersecting systems of expropriation, exploitation, and exclusion" in the prelude, but shorten this to people from historically excluded groups for most of the document. We also recognize that there are times when specific groups need to be named, in response to current political conditions, and leave it up to departments to determine their own language.

Prelude —

People in the Academy from Communities Facing Historical and On-going Intersecting Systems of Expropriation, Exploitation, and Exclusion

Introduction

To be truly inclusive and supportive of all faculty, staff, and students at a university requires attention to the recognition of obligations and opportunities that arise from membership in complicated historically excluded communities. This recognition has implications for self-definition and for positive outcomes for individual faculty members and the communities they belong to, live in, work with, and serve. We believe that a department or college that acknowledges the impact of these obligations and opportunities will better serve all of its communities, not just those from historically excluded groups.

Recognition of Obligations

- Most immediately, this requires a recognition of the multiple **obligations** we face as people from and with commitments to rectifying historical exclusion.
- We are *not* **decontextualized workers** without obligations to undertake reproductive labor to support our communities, our loved ones, and ourselves. Nor are we without obligations to communities facing historical exclusion.
- We are **people living at unique intersections** of cis-heteropatriarchy, racialism, and capitalism and other forms of oppression, with intimate proximity to

communities making life with dignity possible despite the negations of these co-constituting systems of inequitable social ordering.

- We are **relations** who do not abnegate the reproductive labor necessary to support our communities, loved ones, and, of course, ourselves onto others; we undertake that labor.
- We are **community members** who cannot ignore projects of collective protagonism ("self-determination"); we join our communities in struggles that go against and beyond systems of oppression.
- We are **teacher-learners** who belong to similar, if not the same, communities that the people we work with in the classroom belong to; and invest into our mutual co-development.
- We are **agents** whose practices unsettle historical and on-going processes of exclusion which generate risks - including fatal threats to our very lives.

All of these obligations are, at best, unseen and, at worst, discredited or discouraged. They, nonetheless, create unique demands on our time and abilities - that is, they create forms of what is now called **cultural taxation**.

Recognition of Opportunities

We must also recognize the **opportunities** created by these obligations to deploy our training (both formal and unofficial) and abilities in the service of struggle of communities we belong to. We often already deploy our capacities to meet these obligations in ways that exceed the narrow spectrum of traditional academic labor within the categories of "research," "teaching," and "service" - a spectrum informed by the logics of oppression. These opportunities include:

Accompaniment. Most immediately, a recognition of opportunities to **accompany**, or walk with, communities we are embedded within - in ways that exceed what is currently defined as "service" or scholarship. Knowledge is generated through struggle, and, those at the front lines of struggle generate erudite and relevant knowledge. As such, these opportunities to accompany communities in struggle deepen the **relevance** and **erudition** of our work as educators and writers, insofar as we learn with and are **grounded** in communities protaganizing to address contemporary, local, material, and relevant challenges.

Knowledge work. The obligations create opportunities to co-generate and share erudite interventions in collaboration with intellectuals and communities (inside and beyond the academy). Moreover, these also create opportunities to craft interventions that: 1) are shared through a **multitude of modalities** (beyond narrow confines of a peer-reviewed publication obscured by paywalls and arcane language), and; 2) are more readily **accessible** and **useful** to multiple communities.

Teaching. These obligations and their concomitant opportunities to accompany communities of struggle can deepen the relevance of what we can share with people we work with in the classroom - from skills and insights to concepts - if only because we are grounded in communities and issues they are connected to themselves. Such a potential educational experience deepens students' ability to be of service - either as engaged community members and/or working professionals - to address critical social issues. This requires **experimentation** to find ways to exchange with the people we work with in the classroom, as we work to provide a relevant training and meaningful experience - all of which exceeds what a problematic, Likert-scale student evaluation otherwise registers.

Self-Definition

Such recognitions require the opportunity for tenure-track faculty to engage in **self-definition** to narrate our obligations, terrains, trainings, and the subsequent interventions we craft.

Terrain. We may identify a terrain in a traditional academic sense: to survey academic literature, note gaps therein, and develop a strategy to intervene. However, self-definition permits a probationary coworker to **narrate the unique demands** given our obligations to certain communities in a historically and geographically specific terrain, then narrate how these obligations and opportunities inform *how* we accompany communities, *how* we exchange in the classroom, and *how* we craft interventions. Thus, we can narrate why we chose to labor in ways that go beyond traditional academic modalities.

Training. The opportunity to self-narrate also entails self-defining the formal, disciplinary training we pursued in traditional academies - from bodies of literature, theoretical traditions, methods of inquiry, onto disciplinary specific modes of writing. As members of historically excluded communities, we've often been trained in "**alternative academies**" - those clandestine spaces where subjugated knowledges are generated, and where unofficial, unrecognized if not delegitimized, ways of knowing and being are shared. In the mid- to late 20th century, people of color, queer, disabled, working poor, and gender-based communities of struggle partially disrupted the traditional academy (and its reproduction of capitalism, racialism, and cis-heteropatriarchy), creating an opportunity for us to articulate our hitherto subjugated ways of knowing and being through the academy. Thus, self-definition allows us to deploy these alternative, subaltern ways of knowing and being, and/or our formal trainings, in the service of struggle during our capacity as knowledge workers in the disrupted academy.

Interventions. Traditional academia entails faculty members using their training in specific methodologies to craft interventions to shape a given terrain. Certainly, we may choose to invest our labor into crafting a traditional, peer-reviewed text, to teach in traditional methods, and pursue traditional modes of service. Through self-definition, we can also narrate why our obligations, terrains, and formal and otherwise unrecognized trainings **inform how we craft unique interventions** to serve specific communities, in ways that exceed traditionally recognized academic modalities.

Expected Outcomes of Recognition

Labor justice. Such recognitions and self-definition can constitute a form of **labor justice**. No longer presumed to be decontextualized knowledge workers, we can avoid the exacerbated demands to fulfill two seemingly disparate sets of demands: obligations to our communities, and a narrow set of requirements in the traditional categories of research, teaching, and service. Instead, coworkers from and with commitments to historically excluded communities can deploy their training and labor to realize their obligations, potentials, and interventions in the service of communities we're obliged to, and have that labor recognized within an expanded spectrum of rewarded academic labor (a spectrum that exceeds the current register of traditionally defined academic labor).

Diversifying the professoriate. Furthermore, in recognizing a broader multitude of ways we work and create, we deepen the opportunity for our co-workers, particularly lecturer faculty, to be considered for tenure-track hires, and as viable candidates able to achieve tenure and promotion. This, in turn, can help **diversify our professoriate** to better reflect the diversity the people we work with in the classroom, all while deepening their educational experience by incorporating some of our best educators with the deepest, practical experience and local networks.

Tapping Unforeseen Creative Potential. Finally, by recognizing our obligations, our informal trainings, and the opportunities created thereby, all while expanding the register of recognized traditional labor, this unleashes potentials for **unforeseen creative innovations** potentially generated by faculty in our college, campus, and beyond. This can facilitate new collaborations with intellectuals inside and outside of the academy, encourage new methodologies of analysis, new modalities of creating and sharing interventions, and reward creative and effective pedagogy, all while deepening our ties and relevance to related communities.

Part I —

For Departments: Developing Inclusive & Transparent RTP Criteria

Introduction

Departments are charged with updating their RTP criteria approximately every six years, or more often as needed. This section offers a process, in the form of discussion questions, that will aid in developing broader, more inclusive RTP criteria that challenge the biases that have historically been present in all institutions of higher education.

White supremacist values are still the unspoken norm in institutions of higher education, and naming these values can be a helpful start in developing inclusive RTP policies. The Anti-Racist Tenure Letter Writing Group (2022) selected these five white supremacist practices present in the academy from Tema Okun's work:

1. Perfectionism: The idea that there is only one correct way to be accomplished in academia, a false sense of objectivity, and the idea that mistakes are personal failings rather than part of the learning process.
2. Valuing quantity over quality: Since quantity is more easily measured compared to the harder qualitative work like mentoring relationships and community bridge-building, quantification of work that is often incommensurate is the norm.
3. Individualism: This principal values competition and individual achievement over teamwork and collaboration.
4. Defensiveness: The tendency of institutions to defend the status quo power arrangements at the expense of creativity, innovation and change.
5. Focus on deadlines and a sense of urgency that interferes with careful deliberation and reflection.

The CHSS acknowledges that the RTP process is steeped in these entrenched mores and thus have proposed the following questions to begin conversation among departments and programs to acknowledge the different ways systems of power affect faculty from historically excluded backgrounds, with the hopes to increase justice for all faculty.

History of the Working Circle, Charge, and Overview

Former College of Health and Social Sciences Dean Alvin Alvarez convened the working circle in the Spring of 2022 as the next step in the work of creating racial justice and an

inclusive climate in CHSS for staff, faculty, and students from any historically excluded group. The Working Circle reflects the mission of the formation called RACE Collective which is:

> The CHSS Reflections and Actions to Create Equity (RACE) Initiative is a college-wide and permanent commitment to dismantling racism systemically in the college and to advancing and embedding racial justice in its teaching, research and service as well as its policies, procedures, and operations. Given the dual challenges of dismantling institutional racism and reimagining a racially just institution, the RACE Initiative is dedicated to a long-term process of institutional transformation and collective struggle towards actualizing our ideals and aspirations.

This working circle was charged to focus on Retention, Tenure, and Promotion (RTP) policies and practices in the college. While CHSS has long been aligned with activism and social justice in all its forms, thus far there has been little systematic effort to operationalize that activist spirit into administrative policies and procedures. RTP is one of the institutional practices that creates the most stress and burden on tenure track faculty at all levels. The charge to the committee was to provide context and guidance that might be helpful to departments/programs as they revise their RTP expectations.
We recognize that each discipline is unique and that not all suggestions here will be applicable; and we acknowledge that many departments are already sensitive to the issues raised here. But as the college honors its commitment to seek and nurture faculty who better represent the people in the classrooms and communities that SFSU serves, these guidelines may be helpful to shaping the future of our college and its peoples.

What follows is a segment that begins with general considerations that stem from the above prelude and then provide concrete ideas for each section of RTP evaluation-- teaching effectiveness, professional achievement and growth, and contributions to campus and community. This is followed by a short section on the intersections of these three areas and considering better ways to encourage and reward faculty who do social justice work in all three areas in an integrated way that is sometimes hard to parse into one of the three buckets of evaluation. Finally, we address some of the issues that arise in the promotion from Associate to Full Professor.

These guidelines aim to guide departments and programs of the college as they revise RTP criteria. We offer a series of questions to guide this work of making RTP processes more transparent and just for all faculty. The full document begins with a statement of the need to recognize the obligations and opportunities that many faculty members, particularly from historically excluded communities, bring to their work, and to promote the idea that faculty members be encouraged to self-define their academic terrains as they play out in their teaching, scholarship, and service in complex and intersectional ways.

Applications to the RTP Process

Grounded in the general statement of recognition, our suggestions for revising RTP processes include general topics of discussion for department/program faculty to consider as well as specific ideas for each of the three areas of evaluation in RTP. Success in RTP stems from a climate and culture of support, thus goes beyond the RTP documents generated by each department or program. These general points represent the context under which RTP decisions are made and these points may or may not be included in RTP policies.

General Considerations

When embarking on RTP revision or considering faculty development in general in departments, we urge faculty to consider these points that cut across the three areas that are evaluated in the RTP process and/or that set up the conditions for success or lack of success in tenure and promotion.

What are the expectations for the department and RTP Chair or Committee in the RTP process?
Ideally, an RTP criteria document outlines not only the expectations for candidates, but the obligations and expectations of the department and its faculty. These points might be outlined in the RTP criteria document or in the departmental policy manual. Departments should consider questions such as who is responsible for mentoring faculty around RTP and other policies and procedures, who is responsible for arranging for peer observations of teaching or soliciting external reviewers for scholarship, who is the designated expert on university RTP procedures for the department, how RTP committees are constituted, what are the roles of RTP committee members, who will guide the candidate through the Interfolio process and help them organize their files, who checks in with new faculty on a regular basis, etc. These items often constitute the hidden agenda of RTP when not clearly articulated.

What structural barriers exist in university RTP procedures that affect success for candidates?
As a department/program, acknowledge and name the structural barriers to RTP to faculty from historically excluded groups. Recognize that the tenure and promotion system was built on an unexamined concept of meritocracy (first initiated by AAUP in 1940), along with other problematic concepts such as" rigor" and "excellence," which can be code for maintaining exclusivity and segregation. Consider which of the barriers might be addressed at the department or college level, and which may require working with higher level administration to reform or transform higher level systems. This acknowledgement of structural barriers highlights the fact that the playing field is not level and that there are more obstacles in place for some faculty compared to others. Is hiring of diverse faculty done without support to nurture such faculty in the RTP process?

What added value do faculty from historically excluded communities bring to the department?

Recognize that faculty from historically excluded communities bring more than their individual academic training and scholarly expertise to a department. They also bring fresh new perspectives, relationships with underrepresented communities, relationships with the people in their classrooms who come from similar backgrounds and communities that have not often been reflected among the faculty, and they complement the strengths already present in a department. Their impact in the area of connections and obligations to communities creates opportunities for broad impact on those communities and opportunities for students that are often not reflected in RTP criteria. We recognize that faculty candidates may not be the best situated to explain their unique contributions to a department. It may fall on the department chair or another senior faculty member to outline ways that the department/program has been enhanced by this candidate's presence beyond their scholarly expertise or the range of courses that they can teach.

How can departmental RTP documents acknowledge the cultural taxation on some faculty?

Acknowledge and find ways to track and measure the reproductive labor/cultural taxation of faculty from historically excluded groups. Faculty from historically excluded communities may be inundated with requests to be on committees, task forces, and advisory boards; requests to be guest speakers in other faculty members' classes; urged to mentor students outside of their programs, such as advising student organizations or doing individual mentoring work; asked to represent the department, college, or university at public events; be a liaison to communities; and many more. Many of these activities are of high impact to student success and to university relations with local communities and need to be more highly valued. They often cut across teaching, scholarship, and service.

Is there recognition of issues of labor justice in assignments of work load?

This includes the notion of safety to express or embody one's identities, valuing of community affiliations and cultural values, and expertise in the workplace and in one's research and teaching that goes beyond traditional academic training. Some faculty from historically excluded groups have greater caregiving responsibilities in their families and communities. In addition, is there recognition that more emotional labor may be required in teaching, scholarship, and service activities where some faculty must carry the additional burden of representation for entire communities in these spaces?

What do the RTP documents say about values of a department?

Are they grounded in individual value systems such as meritocracy or neoliberal values that favor competition, lone scholarship, strict deadlines, deliverables, and assimilation, or do they reflect communal values of cooperation, collaboration, and belongingness? How are the values of the department expressed in the "hidden curriculum" of unwritten expectations for its members? Do RTP criteria reflect the mission of the department/program, college, or university?

Does the RTP process consider the whole person, or fragment that person into only the three areas?

For example, caregiving activities (child and other family), community embeddedness and activism, disability, intersectional identities, and other factors affect progress on the tenure track. Departments could discuss how these activities impact one or all the sections of a person whose responsibilities differ based on their social identities. Some of the activities of the individual in community foster the reputation of the university, encourage students who would not otherwise apply to come to SF State, open doors for student internship placements, and otherwise are compatible with the goals of the university. Is there a place within the RTP process to explore the more personal aspects of the individual and the communities from which they come and the impact of their faculty status on their efforts within their communities?

Is the RTP process conceptualized as a developmental process?

RTP should be considered a developmental process that is guided and supported by all levels from department/program to administration of the university. Some faculty have experienced discouraging critical or even punitive comments early on, as they are trying to learn baffling new systems, prepare to teach new classes, and launch their research agendas within a strange new system (that lacks much infrastructure to assist them), all while adjusting to a new region. It might be useful to explicitly state the commitment to faculty development in the criteria, even outlining how the department RTP committee or chair or other senior faculty will mentor non-tenured faculty in RTP processes, or assist them in finding mentors outside of their departments as needed. The college may also take a role in finding mentors for new faculty as part of a more robust new faculty orientation process or more systematic faculty development effort. RTP guidelines should also note that mentoring relationships, whether one-on-one or in groups like Faculty Learning Communities, are time-intensive for all involved, but this effort is often unrewarded or seen as a "gift" to the faculty member rather than another work commitment, helpful though it may be. Although we applaud the stipends that are offered for some programs, such as some through CEETL, these do not account for the time taken away from other activities, such as scholarship, to engage in these intensive programs. Finally, in a developmentally-oriented RTP process, earlier reports would be formative rather than only evaluative, offering constructive comments and specific recommendations that are not only directed at what the individual faculty member can do, but what supports the department/program or college will offer toward future success.

Are departmental policies and procedures, including RTP, transparent?

Transparency is a critical component of a just RTP process. When some expectations are hidden or not articulated, or are embedded in the oppressive structures of a university, faculty from historically excluded groups suffer disproportionately. We recognize that many departments assign numbers to the metrics to try to make their criteria clear (such SETEs under 2.0; 3-4 peer-reviewed journal articles or a menu of scholarly products; how many articles need to be single or first authored, etc.), but this can lead to more confusion than transparency and run counter to individual faculty teaching, scholarship or service goals. In

your discussion about solidifying the quantitative metrics across teaching, research and service in your policy, consider contextualizing the amount of peer-reviewed articles or SETE scores, for example, and why your discipline or why department accepts this workload as the standard for earning tenure and promotion. In some departments, there is a lack of transparency about the promotion from Associate to Full Professor that may keep some faculty languishing in the Associate rank much longer than necessary.

Are RTP committees charged with supporting promising lecturer faculty to prepare them for tenure track positions?
In efforts to ensure the faculty represent the student body, one under-utilized pool of talent is our lecturers. As a group, the lecturer pool is more diverse than the tenure track faculty, and one role of departmental RTP and Hiring Committees may be to mentor and foster the development of promising lecturer faculty into the tenure track.

How are RTP and other departmental processes aligned with notions of equity and inclusion?
We expect departments, the college and the university as a whole to attend to issues of inclusivity and social justice in RTP processes aligned with their mission statements. Labor justice, or how the work of teaching and service are distributed among the faculty is one of those daily operations that requires scrutiny, and general culture/climate of a department can also be considered. How are new faculty nurtured?

How are faculty trained to be effective RTP Chairs and committee members?
Training of RTP chairs and senior faculty committee members in these principles as well in the university RTP process and policies, is critical to the success of non-tenured faculty. In the CHSS, convenings of RTP chairs and committee members have been organized to clarify the RTP calendar and exchange promising practices around mentorship, transparency and support for candidates. Is there ongoing faculty development in leadership skills with attention to the areas of inclusion and equity? For example, clear terms and transfer of information and experiences among outgoing and incoming RTP chairs and committee members could be stated in the departmental bylaws.

Teaching Effectiveness

Effective teaching is the heart of our college and education can be a key to social justice implementation and liberation. However, evaluation of teaching that centers too much on the use of potentially biased and narrow metrics distracts from the developmental process of teaching on tenure track and even after tenure is achieved. TT/T faculty can reflect on their pedagogy when the culture of teaching in their department is safe for faculty to experiment with cutting edge teaching methods. This section outlines questions that raise issues of workload, social justice pedagogy and development over evaluation.

How are course load assignments addressed in RTP criteria?
Labor justice is a critical construct to consider in evaluating course loads of individual faculty before and during RTP evaluations:

- how many new preps a faculty member has had during the review period (with consideration for possibly worse SETEs the first time teaching a new course, particularly out of one's area);
- the type of classes taught (such as considering that certain courses are harder to teach and more likely to elicit negative student comments, such as social justice oriented content and pedagogy, research methods and theory courses, GWAR courses).

Faculty from historically excluded groups are often hired expressly to teach such classes without consideration of their inherent challenges, especially to new, more vulnerable teachers. Some courses require more intellectual and emotional labor to teach, without any support system in place if students become resistant, hostile, or reactive. Similarly, for faculty from historically marginalized backgrounds, teaching particular courses where one's social identities are perceived by students in relation to the course material, can be taxing. In fact, senior faculty may refuse to teach these more challenging courses because of the greater work involved or fear of getting more negative evaluations, further burdening faculty lower in rank or years in service. Perhaps a letter from the department chair could comment on the labor justice issues in course load; at minimum, a description of why these courses are challenging to teach might be included in the RTP portfolio and re-iterated by the RTP Committee and Chair of the department/program in their reports, rather than putting all of the burden on the candidate to explain lower SETE scores or negative student comments if they occur (we recognize that many faculty excel at teaching such courses and their exemplary efforts should be celebrated in RTP letters). One way to explore the complexity of course loads in the context of student evaluations is to provide a more fine-grained analysis of teaching. For example, a table or document that addresses the following issues might be more helpful than merely SETE and departmental means.

Course (Semester/yr)	# Students Enrolled/Completed SETE	New prep?	In area of expertise?	Challenging course?	SETE mean	Dept mean	Comments

How do RTP criteria address the potential biases in SETE scores?
SETE quantitative scores and other supposedly objective scales used to assess student satisfaction with their classes are well-known to contain significant biases for women, faculty of color, faculty with disabilities, faculty of other historically excluded groups, and

faculty with accents. We urge that less emphasis be placed on these numbers, and more consideration of student comments (recognizing that these too can contain bias such as commenting on the appearance of female-identifying faculty or questioning credentials of faculty of color). Reconsider the use of department means as a comparative measure as it is mathematically impossible for all faculty to have scores better than the department mean. Additionally, comparison to a department mean does not always account for the variation in course content and difficulty, or student preparation levels. Other indicators of teaching effectiveness could be strengthened as well to reduce the reliance on the SETEs. If a developmental approach to RTP is embraced, the trends over time will become more valuable than a static view or a focus on past problems with some courses.

How do RTP processes address the scheduling and format of peer observations of teaching?

Peer observations of teaching are equally problematic for many faculty candidates, and are often of little value in the RTP evaluation process or as constructive feedback to faculty being observed. Instead of a high stake, one-time observation, we propose that peer observations could transform into a sustained dialogue between faculty members. We urge that observations of teaching, at least in the first four years, become a formative process with a discussion of the evolution of teaching goals, strategies, and resources, rather than an objective, critical, or static evaluation, and that true peers are involved in advancing a faculty member's pedagogy and teaching methods. All faculty and all ranks can improve their teaching and reflexive teaching can be a dialogical tool for our faculty rather than a one-way observation. See Appendix I.a. for examples of alternative and developmental processes for peer observations.

Preferably, peers from other departments or programs could serve as observers for each other as part of faculty learning communities such as CEETL has established. In addition, some of the currently used checklists or scales for peer observations don't allow for consideration of the individual faculty member's teaching styles, unique skills, or cultural values. Generic forms don't allow for the nuance of the type of class; for example, there may be ways to evaluate whether a course comes from a social justice perspective that could be helpful to the faculty member rather than punitive, as scales can often be.

We recognize that chairs and RTP chairs are encouraged to write evaluative comments and summative reports in reviews and tenure and promotion reports. The two are not mutually exclusive; a developmental process centering the needs and goals of probationary faculty can also lend themselves to evaluative comments.

Are social justice teaching methods valued and noted in RTP criteria?

Neither SETEs nor peer observations of teaching may focus on whether the class is grounded in social justice or equity practices, which may put other methods of evaluating teaching effectiveness into perspective. Narratives are currently used to describe teaching philosophies and explain any issues with SETEs, rather than being a place for candidates to self-reflect on their own journey, as would be the case if RTP was seen as a developmental

process. Narratives could also highlight any social justice teaching methods or orientations of the faculty member.

Is there recognition of the "difficult" classes in the department?
In relation to teaching difficult classes (or really any classes for that matter), RTP criterion often do not take into account the need for reflection and experimentation as part of the process of developing one's style and philosophy as a teacher. This reflective work may be done individually, with students (formative focus groups, mid-term evaluations, or innovative ways of including students in a democratic process to develop the course), or faculty learning communities. This reflection work is often time-consuming and is rarely counted as one of the teaching components evaluated in the RTP process. In addition, the scholarly work of reading and synthesizing a body of literature to be effective in teaching such a course is unacknowledged labor, particularly for faculty who are assigned new courses on a regular basis.

Are RTP reports focused on strengths rather than deficits, and formative and developmental in the early years?
Many probationary faculty have experienced receiving critical or even punitive comments about their teaching on their early comprehensive reviews, such as the two-year review. This can be demoralizing particularly to faculty who were first generation students and have not been acclimated in this type of critical process that is common in academics. Instead of deficit language, we urge RTP reports to identify areas of improvement and help candidates set attainable goals with the appropriate support needed for success. If RTP is truly seen as a developmental process, the early reports can be more formative in tone than evaluative.

What and how many types of data do departments use to attest to the efficacy of a faculty member's teaching?
Varying the data to assess the teaching efficacy of a faculty member can assist in creating a more robust picture of a faculty member's philosophy and persona as an educator. As mentioned before, quantitative student evaluation scores often contain significant biases for women, faculty of color, faculty of other historically excluded groups, faculty with disabilities and faculty with accents. We propose that in an effort to self-define their pedagogy and methods, faculty and reviewers take multiple types of data to construct a faculty's teaching efficacy. Faculty should be encouraged to include representative examples of their teaching materials in their files, such as innovative assignments or activities, examples of social justice pedagogy, service learning or connections to the community, experiential, collaborative or project-based learning, or other novel aspects of their teaching.

Are advising and mentoring, two very different activities, lumped together in RTP criteria?
Advising and mentoring of students are often lumped together in RTP policies under teaching effectiveness, and are not considered as separate and often time-consuming

endeavors. This is particularly true when faculty from historically excluded groups are sought out by students outside of their departments/programs, students from other universities who need formal or informal mentoring (such as being on thesis or dissertation committees), and student organizations within and outside of the faculty member's department who seek a faculty advisor/mentor. Often a disproportionate load of both advising and mentoring fall on faculty from historically excluded groups, who take on not just the academic aspects of their student workloads, but their material and emotional needs as they struggle with homelessness, food insecurity, mental and physical health disability, family caregiving responsibilities, racism and other forms of oppression, and unfamiliarity with the academic environment, among others.

We recommend that RTP expectations separate out departmental and course advising from broader mentoring and provide some guidelines for each separately. For example, mentoring could be included in all three categories of evaluation of tenure track faculty: mentoring students in one's own department for graduate education or careers; mentoring students or other faculty in research; and mentoring students, faculty, or community members outside of one's department, college, or university as a service activity for the campus as a whole.

Professional Achievement and Growth

This is the area for which departmental expectations are the most different, reflecting the type of scholarly products that are common in a discipline. However, many faculty members from historically excluded groups have been trained at the intersections of disciplines in cross-disciplinary methods and approaches or using cutting edge theories and methods stemming from their own lived experiences and community values/needs. Many work more closely with local communities than in the traditional research model, work that is time-consuming, highly beneficial to communities, and often has much more immediate and high impact on those communities. In addition, new faculty members come to their departments with highly differing degrees of experience in scholarship. Some are directly out of graduate programs and have yet to conduct independent scholarship, others are well-developed scholars already. Departments must assess the need for mentoring support, particularly in the first few years of a faculty appointment and recognize that the mentoring might need to come from outside the department. A few other considerations about scholarship include:

How is scholarship defined and measured in the departmental RTP expectations?
Is the definition broad enough to encompass the wide diversity of theoretical perspectives and methods of all faculty? Do the expectations for scholarship recognize the different types of scholarly outputs that might not be the peer-reviewed journal article? How is "peer-reviewed" defined? Some work is rigorously reviewed by community advisory groups and stakeholders--are those considered as peers? Is there any language in the RTP criteria about types of research expected? For example, some scholarship critically examines the

state of the field and highlights future questions that need to be addressed, other types are aimed at answering questions. Both are valuable contributions to knowledge development in a field, although they use very different methods. Do RTP guidelines or unwritten expectations of faculty value empirical studies over theoretical or conceptual work, reviews of the literature, or translation of research into practice, for example? Broadening the list of accepted scholarship in a department RTP guidelines can open up how faculty can address the various types of scholarship in their publication record (See Appendix II.a.)

Is there a compelling reason to specify a number of scholarly outputs?

Or is there a way to have more specificity and transparency about the evaluation of quality or impact rather than quantity? Is there an expectation of publishing in top-tier journals or presses? These should be spelled out if so. Departments should clarify the contexts and the number of publications.

Is there a rationale for a formula or process calling for weighting of co-authored works?

Methods of calculating contribution to co-authored books, chapters, or journal articles need to be reconsidered. Faculty are currently asked to explain their contribution to the written piece, which may considerably underestimate their involvement in the larger project. For example, a team of authors may be relatively equally involved with the intellectual work of formulating a project, working out the methods, collecting data, analyzing data, conceptualizing theoretical frameworks, etc., but have a smaller involvement in the actual writing up of the work. It might be more just for RTP Committees to evaluate both of these contributions. RTP guidelines could acknowledge that the intellectual labor of designing and carrying out a study may be much greater than the contribution to the writing of the article/chapter. In addition, counting one's position in the authorship list can also be misleading. An article with a student co-author listed first may have been an equal or even greater investment of the faculty member. In a community action or community based participatory study, the community partners may be listed first even if the research partner actually devoted more time and intellectual work to the article. Contribution to an individual article or chapter or report needs to be considered more holistically than percent of time spent on the writing of the piece or the order in the author list.

How are factors like "rigor," "impact," or "significance" of scholarly work defined and measured?

Scholarly outputs are typically measured by the unexamined concept of "rigor" of the study or its impact. Both methods have potential drawbacks. Rigor varies from one field to another, but is often reduced to the standards imposed by highly controlled studies and sophisticated quantitative analysis procedures, which are often not possible when research is done in local communities and real-life settings. Rigor could be considered more broadly such as consideration of importance of the topic in terms of health or social disparities or injustice work, or how much impact the findings have on the communities being studied rather than merely impact on other scholars. Impact is often measured via

journal metrics like impact factor (which are nearly universally criticized as measures of an individual scholar) and citation rates. Citation rates may be useful later in the RTP process as an indicator of relatively long-term impact in one's discipline, but are rather meaningless in the first few years after publication. Other indicators of impact on communities might be media attention to the research (such as newspaper articles or TV interviews), impact on policy makers (such as changes in laws or policies that stemmed from the research), national and international attention (such as being nominated for and/or winning research paper awards at conferences) or journal downloads (number of times the article was read), and so on. If a department's criteria specify "top-tier" journals, there should be some rationale for why this is so, and how to identify which journals are top tier. For applied researchers rooted in communities, practice or specialty journals are often more appropriate outlets for dissemination than top-tier journals in a discipline. Consideration of appropriate audiences for scholarly work should take precedence over journal rankings.

Do textbooks and monographs count the same as peer-reviewed journal articles or books in university presses?

These outputs may require as much theoretical rigor and translation/synthesis of research literature as original research, but have much broader impact on the field, as well as on students and communities. Other outputs that can be highly impactful include documentary films, educational resources, "visual ethnographies," and continuing education articles or programs. In addition, public intellectual activities, such as presenting to local legislators or school boards or at venues such as the Commonwealth Club have great value and elevate the reputation of the university. Some faculty members who develop blogs about their work may be far more widely read, thus have greater impact than a peer-reviewed article read by a handful of other scholars.

When are external reviewers an advantage to faculty candidates?

Some departments require or encourage external reviewers of scholarship while others do not. We urge departments to consider the value of these reviewers. If the faculty candidate's work is outside the expertise within the department, such as in cutting edge research or new methodologies or theories, external reviews may provide a broader view of the impact of the work and be advantageous to the candidate. In the case of faculty who conduct research in other countries and in other languages, external reviews may also be essential. We urge RTP committees to consider the best way to identify these reviewers so that their expertise matches the faculty members' areas of scholarship.

When does so-called "grey literature" count as scholarship?

Much scholarship, like needs assessments and reports of community disparities or impact of policies and laws on communities comes from partnerships of faculty members with local communities and culminates in technical reports. These reports may not be considered appropriate for peer-reviewed journals because they focus on highly specific agencies or communities, however, they may have significant impact on those local contexts, leading to positive changes in the communities served. Do RTP expectations

about scholarly impact only measure impact on the national or international scale, or do local indicators of impact count?

What is the value of translational work?
Faculty members may engage in translation of research into other languages for wider distribution to international audiences, or translation of the work of other scholars into English. This is often rigorous and challenging work. Another example is translating research findings for clinical or community audiences, which often has greater and broader impact than just writing for other academics. If these are valued activities in one's discipline or department, they should be included in a menu of options for scholarly outputs.

How is the inclusion of students in research publications and presentations weighted or valued?
Including students in a research project is mutually beneficial to faculty and students, but often entails more work of training and supervising for faculty. Yet there is no current system for rewarding publishing with students. This type of mentorship of students is an example of invisible labor.

How is collaboration in research and scholarship discussed, supported and valued?
SFSU faculty, especially those from historically marginalized groups, have unique positions in creating and sustaining collaborations, whether it be with other scholars, students, communities, community organizations, etc. The work of collaboration, while fruitful and impactful, require coordination, administrative work, training, even before research is conducted, analyzed and written up. The robust processes of collaboration is longitudinal and often slow to produce outputs, yet faculty are engaged in building these relationships. Is there room in the department's PAG section to acknowledge the labor in collaboration? (See Appendix II.b. for language around collaboration).

Is it feasible to give some credit for work not yet published or funded?
Grant-writing is often not clearly identified on RTP criteria. Faculty get "credit" for getting funded, but not for the effort required to write grants that are not ultimately funded. In this institution of limited infrastructure for grant-writing and grant oversight, these efforts need to be recognized in some way. In addition, some articles may undergo extensive rounds of revision and resubmit before publication. They fall into a different category than works that have been submitted but not yet reviewed. Another example are conference papers; some academic associations require a full paper (20 pages or more) for acceptance as a presenter. Can these works, although not yet in press or not yet funded, be acknowledged in some way?

What about curation work?
Some faculty members are involved in curation work, including soliciting articles or chapters for edited journal issues or books, creating museum exhibits, setting up

community fairs, or organizing other events in communities that showcase scholarship in formats that are appropriate for community dissemination.

How are there equity issues with requirements for conference presentations addressed?

Some RTP criteria specify a number of conference presentations, such as one per year, as a marker of PAG. In this climate of budget shortfalls where there is little or no travel money available, this becomes an issue of equity. Some faculty simply cannot afford to attend conferences as frequently. The valuing of conferences as places to get feedback on one's research is highly overrated, as the experience of many faculty is to present a paper and receive little or no comment about it. If PAG was considered a developmental process, having local mechanisms for peer review, such as presenting papers in faculty forums or to graduate students or local community town hall meetings for discussion may generate more constructive feedback and provide a forum for faculty scholarly development that is far more helpful.

Contributions to Campus and Community

Service is traditionally the least well-described criteria in RTP documents, and because of the wide diversity of community service, only campus service that is well-known to faculty, such as elected offices, are rewarded and most valued. Yet faculty from underrepresented communities have the potential to provide highly impactful service to broader communities in ways that enhance the department/program, college, and university missions and build bridges between campus and community. If the definition of service is contextualized by faculty, they can speak to the impacts and reach of faculty service beyond the elected committee work. In this way, this practice of self-definition can assist faculty in stitching together a narrative that links their scholarship, teaching, and service. Acknowledging that service activities can be time-consuming and effortful, some concrete equitable principles regarding service include:

Can faculty members decline certain service activities without penalty?

Faculty at all ranks, but particularly at the probationary levels, must feel safe to say no to specific service activities. Often subtle coercive comments push faculty into agreeing to service activities too soon, activities that might put their scholarship in jeopardy. Comments such as "This will look good on your CV," or implications that saying yes will indicate the faculty member is a "team player," have been experienced by many faculty. If RTP is a developmental process, the criteria should spell out the expectations, for example, that in regards to campus service, the first two years can be devoted to departmental level activities until the faculty member is acclimated to the particularities of their own programs and students. For equity among faculty in a department, a menu of service activities (along with an estimate of the time and energy involvement of each) within the department can be presented and faculty are allowed to identify the areas of preference. In

departments where some senior faculty are allowed to shirk departmental service, probationary faculty feel forced to carry a heavier load.

How are the expectations of service articulated, and how are the commitments of faculty accepted and incorporated into faculty's workload and trajectory?
The CHSS Task Force on Service published guidance on service expectations as they appear and operate in RTP policies in the college suggesting that departments and faculty articulate expectations about on- and off-campus service for tenure-track and tenured faculty. In this report, the task forces suggests a 'Sample Progression of On-Campus Service" that outlines what the service workload may look like for tenure-track and tenured faculty (See the appendix on the CHSS Task Force on Service's full report). Although the report and its suggestion to have clear expectations for on-campus service, it does not capture the prior commitments and/or future commitments of historically excluded faculty to the communities they belong to. It also does not capture how faculty from historically excluded faculty are often doing on-campus service, elected and appointed, yet many other types of service to the department, college and university are rarely recognized. An initial and continuing dialogue on the changing nature of service commitments, and its interconnections to faculty's teaching and scholarship, can help faculty and their departments understand the nuances of the service of all faculty.

Do RTP criteria recognize the often invisible service activities of many faculty?
Campus service beyond elected committees and standing committees is often not recognized. Faculty from underrepresented communities have been more likely to be solicited for ad hoc working groups, curricular revision or development work in other departments, to advise student organizations outside of their departments, create, organize, and deliver public campus events that are interdisciplinary (local conferences, speakers, panels), and to do public relations work for the university. This can lead to racialized tokenization and added work-related stress. Some of these activities can involve a great deal of scholarly rigor, yet are not always recognized as either scholarship or service. This important yet "invisible" work, also known as hidden service, is often unnoticed and undocumented on CVs and letters of support.

Is there recognition of the added labor involved in campus and professional organizations where the faculty member represents historically excluded communities?
Being on a campus committee where one is required to educate others about their communities can be hard work, usually not recognized in service letters. Service activities that are chosen by or coerced onto faculty from historically excluded groups may constitute a greater workload than other departmental colleagues carry. As mentioned earlier, mentoring of students from outside of one's program is an example. Others include being a mentor to a newer faculty member, being a part of a very active faculty learning community or research team, working very closely with a community non-profit agency, heading a research team for a community agency to do needs assessment projects or evaluations of programs (and that might include opportunities for student involvement).

Similarly, there is little value put on professional organizations in RTP criteria, yet they are an opportunity for social networking, for broad national and international impact, and opportunities for research collaborations and for leadership roles. These activities might include membership in professional organizations (number and type), leadership in those organizations (being an officer, chairing committees or task forces, organizing conferences, reviewing conference abstracts, etc.). Many professional organizations tap their members from specific communities or with particular scholarly expertise to help them write policy statements or press releases regarding issues of social justice. In many professional organizations, it is subgroups of members from historically excluded groups that have the most active and involved work that may include also representing their community's interests within the larger organization as well as organizing and nurturing other members of historically excluded communities in the discipline

What about peer review activities?
In terms of peer review, considerable effort may be expended in reviewing manuscripts for publication (articles or books) within one's area of expertise--for faculty with special knowledge sets or focus on historically excluded communities, they may be more frequently solicited for such review. Being on an editorial board or editing a special issue of a journal or a book are also time-consuming, but impactful forms of service that are often somewhat hard to quantify.

Where in the RTP dossier can faculty explain the interconnections of their service, scholarship, and teaching?
Because of the wide diversity of service activities, RTP narratives should frame the terrain of the individual faculty member's work, showing how their scholarship, teaching, and/or service activities intersect and inform one another within the faculty member's larger terrain of community embeddedness, and provide a context for evaluating the service. For example, faculty members who do community action or other forms of community-embedded work must have active and engaged connections with such communities, which will inform their research and teaching as well as give back to those communities. They may involve students in their service and research activities in the community and indeed such projects blur the lines between scholarship, teaching, and service.

In conclusion, there tends to be a higher valuing of certain types of campus service, mainly because RTP reviewers are more familiar with the type and amount of work involved with most ongoing committees, but much campus service is invisible work unlike being elected or appointed to a committee or task force. The hardest area for evaluation is community service, where some faculty from underrepresented groups are doing highly beneficial work with great impact consistent with the university's mission.

Integration of the Three Areas

The last question under the contributions to campus and community section raises this serious consideration: RTP expectations often artificially separate service from scholarship and teaching. Faculty from historically excluded communities may have much greater integration of these areas, leading to more focused and intensive impact. For example, some faculty members' research may be so important and relevant to current affairs that they are invited to do many guest lectures in other faculty members' classes about this research. It may not be a peer-reviewed activity like a conference presentation, but it requires work, time, and is a form of research dissemination and contributes greatly to the overall teaching mission of the university. We highly recommend that RTP narratives allow for an opening statement where the candidate can put their entire work into context and show the overlaps between their scholarly, teaching, and service work in a coherent big picture that includes recognition of their community obligations and opportunities, before being forced to artificially break down their work into the three areas of evaluation.

Promotion from Associate to Full Professor

The working circle identified a lack of clear expectations for the promotion to full professor. When guidelines are not transparent, many faculty members from historically excluded groups are tapped for more campus service activities, particularly the work that is more time-consuming and challenging (and often emotionally exhausting for some faculty who feel they must represent missing communities and perspectives in these groups). Many of the same issues identified above are important to consider in re-thinking promotion guidelines.

Still, the ability of tenured faculty to define their terrain and interventions remains of utmost importance here. If earning tenure could be interpreted as a successful demonstration of the sections, earning Full professorship might be formulated as multiple paths towards specializing in an area of work: whether that be research and scholarship, teaching and pedagogy, service and leadership. While the expectations of those applying for Full should be transparent and equitable, a record of leadership towards governance in the department, college, and university seems to be an implied requirement. Yet, there is little acknowledgement that taking up roles in leadership, may take away time and energy from stringent requirements.

How do departments engage midcareer faculty in planning their timeline towards application to Full?
Departments and the college need to consider a strategic plan for continued faculty development after tenure and promotion to Associate. At times the guidelines for promotion to Full can be vague in contrast to the specificity of guidelines to earn tenure and Associate. Alternatively, the guidelines demand a higher commitment to scholarship and research, teaching, leadership and service, without acknowledging that the stakes are

lower to achieve "exceptional" standards. In creating a plan with midcareer faculty, transparency around the candidate's vision and the department's expectations can be clarified.

What does "leadership" mean?

A recurring expectation for Associate faculty to be promoted to Full is leadership. However, departments must consider defining that word and work. And more importantly, to identify areas that need leadership and shared governance to urge and inform candidates of opportunities to step into roles of leadership.

How can RTP Policies recognize multiple pathways to Full?

It is generally accepted that the expectation and the reality of service demands increase when a faculty member reaches Associate. For faculty from historically excluded backgrounds, stepping into leadership and service to the department, college and university have markedly encumbered their research and scholarship agendas. Yet, their roles as leaders are impactful. Departments should consider acknowledging multiple pathways where Associates are developing as leaders, whether that be in their field of scholarly expertise, teaching and pedagogy, service and leadership to the campus and community beyond SFSU.

Part II —

For Candidates: Creating your File, Making your Case

Overview and Recommendations

In this section, the description and suggestions provided are intended to help candidates organize materials to present your work in ways that will be understandable and compelling to the reviewers. Your RTP file is an opportunity for you to showcase your work, self-reflect on your progress as a faculty member and share your journey. As departments update and revise their criteria based on the guidance provided in Part I and in response to changes to Academic Senate Policy, Part II of this document may shift to reflect those changes. Always make sure to refer to your specific departmental RTP criteria and the current Academic Senate Policy for the most up to date requirements.

As a candidate, you are responsible for putting together an organized portfolio to make the case for tenure and promotion, while pieces of the file, such as the narratives, provide you with an important opportunity to reflect upon your work and your developmental trajectory. We also hope that the process of building your file and the subsequent review process by your peers will help facilitate your growth as a faculty member and provide support for your career. Your department and college colleagues, RTP committee members, Department Chair, Associate Dean and Dean are here to support you and answer questions as you navigate this process.

The day you begin your position at SF State, you can begin collecting documents for RTP. Create a folder on your computer labeled RTP and put all relevant documents in it as they come in—publications, letters about your teaching, SETE reports, emails announcing acceptance of conference presentations, and so on. You could organize this folder with three subfolders corresponding to the areas of RTP review: Teaching Effectiveness, Professional Achievement and Growth (shortened to "scholarship" sometimes), and Contributions to Campus and Community (shortened to "service"). Another strategy is to create folders in your inbox where you can organize and store emails that acknowledge you work under similar categories. Make a habit of storing this information on a continuous basis, and assembling the dossier for review will be much easier. In addition, you will have at least yearly meetings with your department RTP chair/committee, and/or the department chair about your progress toward tenure and/or promotion. Faculty Affairs also holds annual workshops on RTP processes. We highly recommend attending these workshops to stay up to date with changes in the RTP processes or websites.

TIP: the dossier for RTP at SF State is called the Working Personnel Action File (WPAF), or now that it is electronic, the eWPAF.

For your first six years or so, the odd numbered years may be short reviews, where you only submit a CV to your committee with your achievements of the past year highlighted. You or the department can request a comprehensive review during those odd-numbered years. The even numbered years are for comprehensive reviews, and at the sixth-year mark, you will be reviewed for tenure and promotion. Some people may apply for tenure and promotion early, for example, if you worked for a few years at another university before coming here or have met the criteria in all three areas of evaluation in a shorter time period. See section 1.6.2 in Academic Senate Policy S24-241 for further details regarding early tenure and promotion from Assistant to Associate Professor and early promotion from Associate to Full Professor. Talk to your RTP chair, department chair and the Dean about the possibility of early tenure and promotion to Associate or early promotion to Full if you think you are ready. On the other hand, sometimes external conditions impact faculty productivity. If you experience illnesses, significant family problems, a pregnancy, or other events that affect your ability to meet RTP criteria, talk with your RTP chair or department chair as soon as possible to "step off the tenure clock" for a year. Additionally, if external conditions such as the global COVID-19 pandemic have interrupted your goals, please note that in a separate statement. In the past, some candidates went up for early promotion, and then sought tenure later. The University is no longer supporting this practice and a faculty member shall not be promoted during probation. As per section 1.7 in Academic Senate Policy S24-241 "A probationary faculty member shall be considered for promotion at the same time they are considered for tenure"/

Note: If you decide to go up for tenure and promotion early or are an associate professor and decide to go up for full, have a discussion with your department chair and departmental RTP chair. If they agree, then email Faculty Affairs about your intention to be considered that year with a cc to your department chair, RTP chair, and the Assistant to the CHSS Dean. This allows Faculty Affairs to open the right template for you on Interfolio so that you will be able to upload your files and makes sure that the Department and College are aware that you will be undergoing a comprehensive review that year.

Decisions about your tenure or promotion will be made on the strength and quality of your portfolio. Every review level has been tasked with evaluating only what is in the file, not any outside knowledge of you as a person or faculty member. Your faculty colleagues may know what a wonderful person you are, and how hard you work, but upper levels of review will not know you or your field. The WPAF is where you present a coherent and strong case that you meet the guidelines for RTP in your department, and a place to show how all the disparate pieces of your work at the university and in the community fit together. The committees reviewing your file will look to you to make a logical, analytical case on your own behalf, and provide evidence that supports your case. So, make sure that your file is

complete, comprehensive, and includes concrete evidence of the quality and impact of your work in all areas, given that all assessments of your file can only be made with the evidence included.

Once the RTP dossier leaves your hands, SF State colleagues who are not experts in your field, or even with much familiarity with your department or discipline, will be reviewing the file. Keep this audience in mind and tell them exactly what you do and why it is important in non-technical language. In this document, we will suggest ways to organize your file and things to consider addressing in narratives or supplementary documents for those comprehensive reviews leading up to, and including, the tenure/promotion review. The suggestions here are intended to help you make a strong case for your retention or promotion.

> *TIP: There are also resources on the Faculty Affairs website (https://facaffairs.sfsu.edu/), including Senate policies regarding RTP processes, the calendar of deadline dates for RTP reports, and more. Also, the RTP chair for your department and the Assistant Dean for Faculty Development and Scholarship are resources to you as you develop the dossier.*

The independent levels of review are listed below. Your file goes sequentially through the process, with the exception that the provost and UTPC reviews happen simultaneously.

1. RTP Committee at the Department Level. This level consists of faculty members in your home department who are at a rank above yours. In some cases, such as very small departments or departments with few senior faculty, the committee members may come from outside of your department.
2. The Department Chair. Your department chair files an independent level of analysis, but will have access to, and use the RTP committee report, as part of the evidence reviewed.
3. The College Dean. The dean does a very thorough independent review of your WPAF, the RTP committee report, and the Department Chair's report, and presents your case to the Provost in writing and in RTP discussions.
4. The Provost. Although the Provost and Dean have conversations about each case for tenure and promotion, the Provost issues an independent decision.
5. The UTPC (University Tenure & Promotion Committee). This is an elected committee of five senior faculty members from across the campus. It is likely that no one on this committee will know anything about your field. The committee also issues an independent review.
6. The President of the University. Ultimately, the decision about tenure and promotion rests with the president, but it is extraordinarily rare to have the president deny tenure or promotion if the lower levels of review have all been positive.

At each level of review, if you disagree with something in the report, you have 10 days to file a rebuttal and upload it to the Interfolio site. This rebuttal will be reviewed as part of your WPAF at each level above the rebuttal, so it becomes part of your WPAF. A rebuttal is not a place to record work done or materials received since your file closed, but only to correct errors of fact or disagree with or dispute points made in the RTP report sent to you.

Because the file is judged by its quality, organization, and completeness, if any level of review finds something missing or lacking in clarity in the file, it may be sent back to the faculty candidate. It is particularly important at the departmental RTP Committee level to ensure the file is complete. If files are sent back to the candidate, new deadlines are negotiated to provide time to add missing information and for the reviewers to have more time to complete reports.

Note: This document is based on guidance from Senate Policy S24-241 approved in May 2024. Please check the Academic Senate website for updates, but keep in mind that your own departmental criteria are ultimately the most important guidance you have for completing your file. The Senate policy is broad, and the departmental criteria are specific to your case.

Interfolio

Interfolio is the software that manages the electronic RTP files for SF State. Candidates are advised to make the eWPAF as simple and organized as possible. Consult the Faculty Affairs website for the most up-to-date information on due dates, instructions for using interfolio and guidelines for assembling your eWPAF.

> *TIP: When you load the sign-in page, remember to click the link for partner institutions and do not enter your login information until you get the SF State interface.*

Do not wait until the week or two before the deadline to become familiar with Interfolio as it takes time to learn. The first time you use the system, you might want to start by reviewing the videos at least a month before materials are due.

Under each section, Faculty Affairs prefers to have documents listed in reverse order, or that is, the most recent documents first. For example, under Professional Achievement and Growth, articles or books that are in press would appear first and your oldest materials last. Make sure the title of each uploaded document clearly describes what is in the file, so it is easy for a reviewer to identify, and consider using an alphanumeric naming at the beginning of each document name in addition to the title suggestions provided by Faculty Affairs (for example: T1-TXX, R1-RXX, S1-SXX; "T1 SETE Fall 2023 – KIN 437"). This will make it easier to cite the documents in your narrative using just the alphanumeric identifier, thereby alerting reviewers where to find the corresponding documents in your eWPAF.

Once all your files are uploaded, click the submit button to move the document to the RTP Committee level of review. Every time a new report is uploaded to Interfolio, you will get an email informing you of the document and asking you to either approve it or submit a rebuttal.

TIP: If you accidentally press the button to send your files to the RTP committee before you are done uploading materials, you will have to contact Faculty Affairs to get the file unlocked.

Foundational Information

One of the first things to consider is the timing of putting together your file. RTP committees are finalized no later than the start of the Fall semester, so you will know who is on your committee before your file is due. If you are undergoing a short review (just an updated CV), you only need a few hours to prepare. Comprehensive reviews at years 2 and 4 require a few weeks or a month to get ready. The most time-consuming years are the 6th year tenure and promotion review, and the review for promotion from associate to full professor. Those levels of evaluation often require soliciting external reviewers, so that process needs to occur in the spring semester to give those reviewers enough time to review the materials and submit letters by September 1st. Putting together the electronic file for a comprehensive review may take a few months, so be sure to start at least by July. You can consult with the RTP chair or department chair or attend college or university workshops on RTP to help with that process. If you are going up for tenure or promotion early, please let your department chair and the Assistant to the CHSS Dean know so that Faculty Affairs can be informed. They will have to configure your interfolio site to allow you to upload all the materials you will need.

The foundational information in the portfolio includes your CV, past letters regarding RTP (if applicable), your department's RTP criteria, and narratives about your teaching effectiveness, professional achievement and growth (scholarship,) and contributions to campus and community (service). The key to organization in the Interfolio system is clear labeling of all files so that reviewers can find them easily. Please refer to important documents in the WPAF in your narrative so that reviewers will notice them if they are not the required and expected items such as publications and SETE documents.

Sample Index on Interfolio:

    I.   CV (Label it [your last name]_CV_[semester and year]
    II.   Departmental RTP Criteria (Label it [your department] RTP Criteria
    III.   Prior RTP reports
    IV.   Narrative (self-statements about scholarship, teaching, and service)

V.   Teaching Effectiveness
    a. Summary Table of Courses
    b. Teaching Materials/Syllabus
    c. Student Evaluations
    d. Peer Evaluations
    e. Advising/Mentoring
    f. Additional Primary Assignments
VI.   Professional Achievement and Growth
    a. External/Outside Reviews
    b. Research & Publications
    c. Creative Works
    d. Grants and Contracts/Foundation and other Funding
    e. Curricular Innovations
VII.   Contributions to Campus and Community
    a. Campus
    b. Community

Curriculum Vitae (CV)

Be sure to submit the most recent and up-to-date CV, and make sure that titles of articles, books, chapters, and presentations that are included in your application, are consistent with the titles on the CV. It is highly recommended that faculty use the [Faculty Affairs CV Template](#) when preparing their CV. Regarding your publications, do include all published work, and work that has been accepted or in press. You may also include works that have been submitted for review, if you have an email verifying submission. These submitted manuscripts are listed only on the CV and the manuscript is not included in your application (unless you are submitting a year 2 or year 4 retention review). If a submitted manuscript is accepted later after you have submitted the file and the closing date has passed, it can still be added to your dossier via a somewhat cumbersome process (see https://facaffairs.sfsu.edu/sites/default/files/documents/WPAF-additions-after-closing-date-2014.pdf).

Some faculty members put tables about their teaching effectiveness (course, semester, year, # enrolled, # who completed SETE, SETE overall score, department mean) on their CV ([Faculty Affairs Sample Table](#)); others prefer to have it as a separate document in the Teaching Effectiveness section. For the publication section of your CV, please separate out different types of publications, such as:

- Peer reviewed journal articles
- Editor-reviewed articles
- Peer-reviewed proceedings and conference presentations
- Invited works (presentations, editorials, commentaries)

- Non-peer-reviewed (grey literature—see below, also book reviews, non-invited
  editorials, etc.)
- Work submitted and under review
- Creative Works
- Grants and Contracts
- Prizes and awards for research
- Curricular Innovations (some departmental RTP criteria put this under scholarship and others under teaching—check your departmental criteria to decide where to put it)

When you are ready to upload your CV to the Interfolio system, make sure that you highlight (with the highlight tool in Word) the accomplishments that occurred during the period of review only (typically, this is the past year except for tenure decisions and promotion to full professor). This highlighting allows reviewers to see your progress in a quick glance at the CV. Faculty Affairs has detailed resources for how to upload your eWPAF.

The period of review begins on the date of the last submitted file, which is usually in September or October: be sure to include SETEs, syllabi, publications, and other materials from the fall semester when you last submitted a file.

Departmental RTP Criteria

Every department generates its own criteria for RTP, because each discipline and program are a bit different from each other. These are the criteria you must meet. You can get this policy from the department chair, RTP chair, or on the [Faculty Affairs Department Criteria website](). Put this document on your eWPAF so reviewers from outside your department can see what benchmarks you must meet. As much as possible, use the language from your departmental criteria when making your case in your narratives. The university has a broad over-arching policy that departmental level criteria must incorporate. The Academic Senate policy as of May 2024 is at: https://facaffairs.sfsu.edu/sites/default/files/documents/S24-241_Revision_to_S24-241_Retention%2C_Tenure%2C_and_Promotion_Policy.pdf

Past RTP Letters

If this is not your first eWPAF, you will have letters from your RTP committee, Department Chair, Dean, Provost, and perhaps UTPC to put in this section. Put them all together in one pdf file for each year with the most recent review letter first and the oldest last. Be sure to review these for recommendations, and directly address in your narratives how you dealt with these recommendations.

Narratives

Although the three narratives go together and are uploaded as a single file in your eWPAF, we will discuss the content for the narratives under each of the three major areas of evaluation: teaching, scholarship, and service.

> *TIP: Each of the three sections of the narrative is limited to 750 words, so rather than describe what's already in your WPAF, use the narrative to explain how you are developing as a faculty member, share progress you have made as a teacher, highlight the impact of your scholarship on the field and to your students/colleagues, outline how you serve your community and the university, and any acknowledge any barriers you have experienced to meeting criteria. The bulk of the WPAF describes what you have done; the narratives are to reflect on your work. Most of the people reading your narrative will not be experts in your line of research or teaching. Avoid technical jargon and explain any nuances of your field that are important for reviewers to understand. It can be helpful to include an introductory paragraph to the three sections where you can self-define and share more broadly how you identify as a teacher-scholar and highlight any interconnections and integration you may have between your teaching, scholarship and service.*

Summary

The first few sections of the eWPAF contain some of the most important documents from the reviewer's perspective, so make sure that they are written and labeled clearly and illustrate your accomplishments. In particular, the CV provides the best summary of your overall developmental trajectory as a faculty member, and the narratives are an opportunity to comment on the impact of your work and self-reflect on your progress.

Evaluating Teaching Effectiveness

Teaching effectiveness is evaluated by a multi-dimensional review of many different aspects of teaching practice, from how you construct your syllabus and Canvas sites to student and peer ratings of your teaching as well as advising, mentoring, and curricular innovations.

SFSU Academic Senate Policy

The SFSU Academic Senate Retention, Tenure, and Promotion policy (S24-241) defined seven attributes of effective teaching and lists ways in which evidence may be provided for each. This information might be useful to you as you think about what to include in your file.

Table 1. Senate Policy Attributes of Effective Teaching

Attribute per Senate Policy (S24-241)	Possible Evidence per Senate Policy
A scholarly level of instruction	On the CV: Continuing education, attendance at professional conferences and workshops, course and curriculum development, whether disciplinary or interdisciplinary. On Syllabi and Selected Course Materials: currency and rigor of course materials
Commitment to high academic standards	On Syllabi and Narrative: Written course requirements, evaluation procedures, and student performance expectations.
Commitment to high pedagogical standards	In Narrative: Critical examination of one's teaching behavior, participation in instructional development seminars and workshops, innovations in teaching techniques, and currency in instructional theory and research
Effectiveness in instructing students	SETE: Student evaluations and comments Peer Observations of Teaching: letters that analyze your teaching from a peer perspective.
Effectiveness in advising	In Narrative: Descriptions of the nature and extent of advising activities, student correspondence and interviews, and descriptions of thesis and special project advising (may be on CV).
Effectiveness in guiding and motivating students	In Narrative: Student evaluations, comments, and letters; examples of feedback given to students; and examples of willingness to confer with students. If you routinely include teaching assistants in your classes, you can also comment on the value of your teaching for them. It is useful to have a rubric for evaluating teaching assistants and to include information in your eWPAF about how you give them feedback.
Fair and appropriate application of evaluative standards	Syllabus grading policies and procedures and SETE: student evaluations, comments, and letters are used as evidence.

CHSS Vision for Teaching

Scholarly teaching is at the heart and foundation of the College of Health & Social Sciences' mission. To this end, the College fosters excellence in teaching and develops faculty members whose passion for teaching is the spark for the personal, professional and intellectual growth of our students and ourselves. Although expertise in a discipline is a prerequisite to effective teaching, the College believes that scholarly teaching is grounded in the ability to engage students in translating knowledge to meaning, relevance, and application in their personal and professional lives. To achieve this vision, the College cultivates an environment committed to deep and meaningful teaching and learning experiences. We consider the following principles and values essential for such experiences to exist. In turn, these principles and values translate into teaching practices that foster a rich and meaningful educational experience.

Principles & Values
In your narrative, consider reflecting on the role that these principles and values play in your teaching practices.

- **Complexity:** Teaching is multifaceted, highly contextualized and nuanced. Therefore, teaching effectiveness cannot be reduced to a single measure.
- **Reflection:** Teachers maintain openness to self-critique and systematic self-observation.

- **Authenticity:** Teachers are open to being transparent and genuine within the classroom as well as with their students and colleagues.
- **Engagement:** Effective teaching involves an openness to developing and engaging students in reciprocal relationships in which learning is co-constructed.
- **Social Justice and Diversity:** Teachers regard education as a transformative process of positive change and growth for students, colleagues and communities. As such, this process of change is enriched by the diversity of knowledge and life experiences that each of us brings to the classroom.
- **Relevance:** Teachers bring meaning to knowledge by translating how theory is applied to students' lives in and outside of the academy.

Teaching Practices
- **Facilitation of Learning:** One of the hallmarks of effective teaching is to facilitate students' understanding of course material and ideas generated in a classroom in the context of their own personal and academic/professional careers.
- **Transformative Learning Experience:** Faculty facilitate a learning environment in which knowledge + meaning + application = an authentic, powerful and meaningful learning experience for the entire learning community.
- **Variety of Teaching Methods:** The practice of teaching should ideally involve a variety of pedagogical methods that keep students actively engaged in the learning experience.
- **Ethic of Care:** Teaching practices need to be imbued with an ethic of care for students, course content, and ideas produced in the context of the learning environment.
- **Social Justice and Diversity:** Teachers regard education as a transformative process of positive change and growth for students, colleagues and communities. As such, this process of change is enriched by the diversity of knowledge and life experiences that each of us brings to the classroom.
- **Transparency:** It is critical to be transparent as we engage in teaching in terms of the reasoning behind using particular pedagogical practices to the expectations faculty members have of
their students.

What to Include on the eWPAF

The Teaching Effectiveness portion of your file will contain the following documents:
- Summary documents that you create to depict SETE data over time: Tables or charts showing your overall ratings on SETE by semester and/or by individual course with the appropriate comparisons; breakdowns by separate items if useful; summary of and reflection on qualitative student comments
- Syllabi for courses taught in the period under review (if you teach the same course over and over, just one syllabus is acceptable; usually the most recent one)
- Representative teaching materials and innovations in teaching, if applicable. These might include innovative assignments or activities, examples of social justice

- pedagogy, service learning, connections to the community, experiential, collaborative or project-based learning, or other novel aspects of your teaching.
- Evidence of online or hybrid course development, especially if you recreated in-person courses into online synchronous, asynchronous or bichronous courses
- SETE evaluations from all the classes you taught in the period under review
- Peer Observation of Teaching letters (ask for at least one letter per academic year and preferably more in the probationary years)
- Documentation of advising and mentoring roles and responsibilities
- Evidence in support of work completed in additional primary assignments, such as department chair.

Student Evaluations of Teaching Effectiveness (SETE)

SF State uses a web-based system for Student Evaluations of Teaching Effectiveness (SETE). For detailed information about the system, visit the SETE section in the Academic Technology web site. http://sete.sfsu.edu. When student ratings are used to help demonstrate the quality of teaching, individual data may be compared with averages for other faculty in the department or school, but this should be done thoughtfully. The Academic Senate policy states: "Comparative data may also be used, but should indicate the basis for comparison (e.g., department as a whole, faculty at the same rank, faculty teaching same or similar courses, candidate's ratings over time, etc.)" An additional policy directive states: "Data that have been summarized statistically (e.g., overall mean ratings) should be accompanied by the more detailed data (e.g., time means, course means, etc.) on which they were based." Departments should keep in mind that comparisons to means can be complicated, and requiring all faculty members to have scores better than the department mean is mathematically impossible! Using individual faculty means by semester or course to demonstrate improvement over time, may be more relevant than comparison to department or program means.

> TIP: Student evaluations can be biased for a number of reasons, especially for faculty from historically underrepresented communities. For a thorough review of the literature on student ratings of teaching, visit the IDEA Center at Kansas State University, IDEA Paper #50, Student Ratings of Teaching: A Summary of Research and Literature. http://www.ideaedu.org/Portals/0/Uploads/Documents/IDEA%20Papers/IDEA%20Papers/PaperIDEA_50.pdf

Quantitative Scores

At the time of updating this guidebook (Spring 24), most departments in CHSS expect the overall mean SETE to be at or below 2.0, and indications of being near or better than departmental means or course means. As mentioned above and in Part I, we encourage departments to rethink the comparison to department means and whether a 2.0 is the appropriate threshold. Candidates should refer to their departmental RTP criteria to determine the appropriate comparisons. If required by your departmental RTP criteria,

some of the types of tables/charts that you could produce from SETE quantitative data include:

- Global semester means compared to department means (specify whether all faculty, just tenure track faculty, etc.). In some cases, course means over time may be available. For example, some of the more challenging theory and quantitative methods courses are often rated more negatively by students and therefore the course means better reflect your performance than means for all courses in the department averaged. In some departments, graduate students are harsher evaluators than undergraduates and the department may provide separate means for undergraduate and graduate courses.
- The range of scores and any trends over time (this could be addressed in the narrative or a
line graph or trend charts like Figure 1 below).
- The number of courses that fall above and below the department means (in the narrative) or above or below the benchmark of 2.0, depending on what your departmental RTP criteria require. It is not uncommon to have a few scores that exceed the benchmark, and usually you will know why a particular class was more negatively experienced by students and can explain what happened that semester.
- An item analysis to see if your individual item scores are distributed evenly or if you are consistently higher on some items. Those patterns may identify areas to work on. You may choose to include a table or chart of this information if there are fairly big differences across the items on
the scale.

Qualitative Comments
Look for consistent patterns over time that highlight your strengths as a teacher and areas that you may need to work on in the future. Note when negative comments are mostly about things outside of your control: the layout of the classroom or the time of the class versus your own teaching style and methods. If you have consistent comments about something within your control, like giving timely feedback, you can discuss in the narrative how you are addressing these comments and can share example quotes as the constructive feedback improves over time. Reviewers do not expect perfection, but will instead look for ongoing evaluation, self-reflection and improvement.

> *TIP: It is never appropriate to solicit letters for your RTP file directly from students. If you receive unsolicited letters or emails that directly address the impact of your teaching on the student's life or professional growth, these may be included in a supplemental file. In addition, if you have teaching assistants for your class, you could ask them to write reflections on their growth from the experience and include these as a piece of evidence of teaching effectiveness. Some departments may ask students for letters for the candidate's file. When this is part of the RTP criteria for a department, the solicitation of letters must come from the RTP committee or department chair, not the candidate.*

Examples of Ways to Present SETE Data

There are an infinite number of ways to present the SETE quantitative data, and there is no one best way. Nor is there one best type of comparison for your SETE scores. Some faculty will use departmental means that are averages of all faculty SETE for the semester under review; others will use specific course means or clusters of courses (perhaps your department has didactic courses and clinical courses, and separate means are provided for each type of class). Consider what points you want to highlight and how they can be displayed in the most concise and clear manner. The following examples are meant to serve as guidelines, not mandates about how to present your SETE data. If you have supplemental graphs or tables about your teaching, refer to them in the narrative to draw the reviewers' attention to them. It might be useful to attach them to the same file as your narrative.

Table 2. My course means compared to semester department means over time.

| Course/Semester	# students/# completed evals	My mean	Department mean (all courses, all instructors)(if required)	Comments (new prep, area of expertise, challenging course?)
XXX 408, F 22	45/38	1.6 (0.24)	1.75 (0.35)	
XXX 820, F 22	26/21	1.87 (0.30)		
XXX 408, Sp 22	51/42	1.48 (0.18)	1.80 (0.42)	
XXX 820, Sp 22	28/23	1.84 (0.31)		
XXX 415, F 21	75/62	2.24 (0.51)	1.72 (0.38)	
XXX 408, F 21	49/43	1.37 (0.22)		
XXX 820, F 21	27/24	1.96 (0.36)		

This table shows a pattern of improvement over time for the XXX408 class, higher scores for the XXX 820 class, which may indicate something about the differences in graduate versus undergraduate courses. There is also a blip for the XXX 415 course—perhaps it was a new class and taught for the first time which could be noted in the Comments section. These are examples of the patterns and exceptions you can address in your teaching narrative. In the Comments section, you can note is any of your courses are new preps, if any are traditionally challenging courses to teach, if some of the courses are outside of your area of expertise, or if there are other factors that should be highlighted for a particular course.

> TIP: Table 2 is an example of the type of information that could be included on your CV and updated at the end of every semester. You are also required to upload a summary table of courses under the Teaching Effectiveness section on your eWPAF

Figure 1 shows a line graph across the semesters under review using the data from Table 2. Many departments still require this type of individual comparison to department means.

However, as departments take on the revision of their RTP protocols, this type of comparison may not be required.

Figure 1. Overall means by course and semester, 2012-2016: Faculty Candidate and Mean of all departmental courses for the same semester.
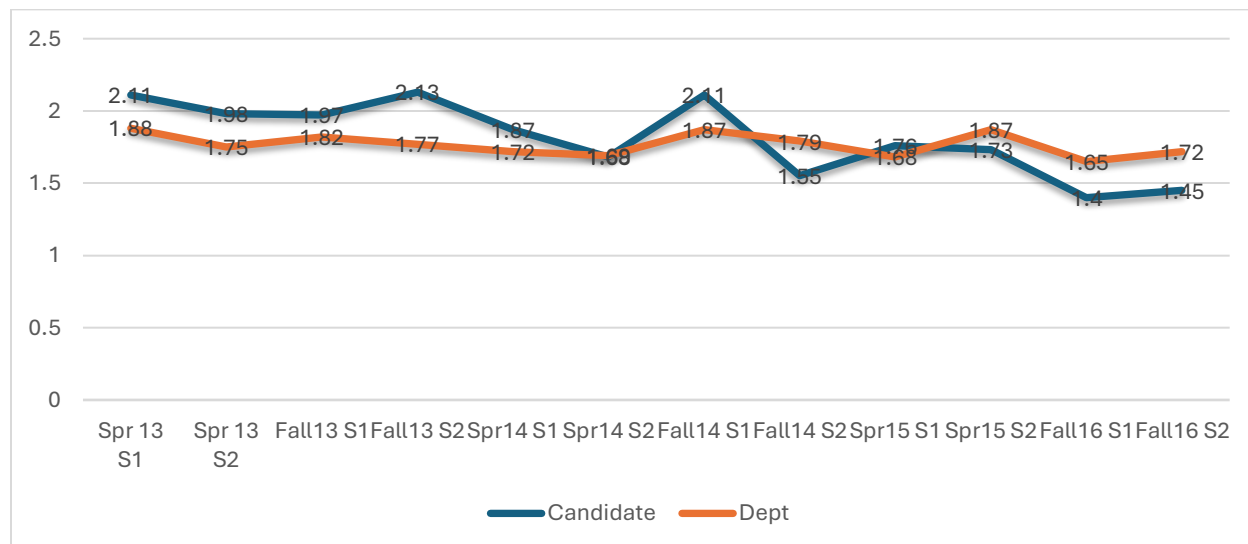
This figure shows a pattern of slow but steady improvement in teaching. The few scores over 2.0 would need to be explained in the teaching effectiveness narrative. There may be circumstances such as a brand-new course, a quantitative course that students always rate more harshly, or other factors that are unusual. Or you may note the steps you took to improve teaching based on the feedback from those courses. For example, the scores of 2.13 and 2.11 were from a research methods course that students historically have rated worse than other classes in the major. Ask your department chair for individual course means that could put these scores into perspective. If the course means for the past ten years was a 2.24, you are below the department mean for that class. This can be explained in the narrative.

Peer Observation of Teaching

One method of teaching improvement strategy that most departments employ is to ask peer observers, usually other faculty in the same department, to have conversations with colleagues and conduct a systematic review of the syllabus, Canvas site, and observe at least one class session. At least one peer observation of teaching per year should be conducted during the probationary years, preferably more. Check with your departmental RTP chair or department chair to find out if there is a form for peer observation, and how to go about soliciting peer observation. The department chair or RTP chair often coordinates the peer review process. There is no requirement that observers be of higher rank than the candidates they are observing. This can be a process between equals, but typically

department chairs and RTP committee members will contribute at least one peer observation so that they become familiar with the teaching styles of the candidate.

Teaching Materials and Innovations in Teaching

In the teaching materials section, you can include representative examples of your course assignments or activities, upload CEETL course certifications such as JEDI or OTL or certifications from other teaching programs or institutes, highlight unique opportunities you provide to your students such as guest speakers or field trips, share innovative pedagogical approaches such as service, experiential, collaborative or project-based learning and social justice pedagogy, document community partnerships and collaboration with other faculty, or add other materials that support your teaching effectiveness.

Resilient and Responsive Online Teaching

In post-COVID and epidemic teaching, you may have developed innovative ways of using technology in the different modalities. You may want to include this in narratives and as supplemental documents that demonstrate these innovations as they respond and reflect the external conditions of our learning and teaching environments. Students may comment on use of technology in the SETE, and you can quote them in the narrative if you choose.

> *TIP: Academic Technology (AT) is the SFSU hub for information about and support for using and applying technology in teaching. AT offers a wide range of support services, in person and on its extensive web site. Workshops are offered frequently on a variety of topics related to incorporating technology into teaching. http://at.sfsu.edu*

Advising/Mentoring

Another role of the faculty member is as an advisor. In your narrative, you may want to note whether you have any unusual advising roles for your department (perhaps you are the sole advisor for students in your program for a period of time), and comment on your availability, accessibility, and helpfulness to students seeking career or institutional guidance. Academic Senate says this about advising:

> Academic advising is inextricably linked with student learning. In partnership, classroom instruction and academic advising assist students in weaving together the strands of personal and intellectual learning which are the marks of a true higher education. Through skillful academic advising students are guided toward the timely completion of their studies as well as the identification and fulfillment of academic and career goals.

Three areas of advising are identified, (Facilitating Intellectual and Personal Development, Enhancing Academic Performance, and Ensuring Progress Toward Graduation) each with

behavioral objectives that provide touchpoints for evaluation. The specific responsibilities of faculty advisors are defined, again providing measures for evaluation. Ultimately, refer to your departmental RTP criteria to see how advising is addressed. Because advising is handled differently in different departments, you might want to spell this out in the narrative. For example, if your department has a dedicated person who does all the undergraduate advising, that would explain why you have advised few students (or maybe you are that person who does the bulk of the advising!). Some people keep track of the number of letters of recommendation for graduate school or jobs that they have written for students. Additionally, many faculty mentor students in independent study, graduate thesis and culminating experience courses which are not part of their assigned teaching load, or mentor additional students in research and creative activities outside of the classroom setting. This can be documented in a table in your CV or as a separate document in your eWPAF and can be highlighted in your narrative.

Faculty from historically underrepresented communities often take on many more students for both advising and mentoring, often students from outside their home department, or are asked to be faculty advisors to student groups. Especially for faculty from historically excluded groups, the mentorship of students with shared identities have higher stakes as obligations and opportunities to invest in students' education and future careers. Often the time and labor to lay bare the mechanisms of academia can be ignored, yet these relationships can be crucial for student success. These are important activities that further the mission of the college and university and need to be acknowledged as a contribution instead of invisible service.

Intersections of Teaching with the Scholarship of Teaching and Learning

CHSS highly values the scholarship of teaching and learning. If you publish in peer-reviewed journals on pedagogical issues, this information is included in the Professional Growth and Achievement section of the WPAF. However, if you informally collect information on your own pedagogical strategies to guide your own improvement as a teacher, then you may include information about these activities under teaching effectiveness by mentioning them in the narrative and providing some documentation or summary of the data you collect to guide your improvement in teaching. For example, some faculty collect mid-term evaluations or other outcome measures so that they can adjust their teaching as necessary to meet student needs. If those evaluations have provided useful information, you may want to include them in your WPAF.

The Teaching Effectiveness Narrative

Here are issues you might address in the teaching narrative. To save space, you can refer to information in tables, charts, or word documents in the dossier to supplement your argument.

- State your personal teaching philosophy and pedagogical strategies (first short paragraph).
- Discuss the nature of the courses you have taught during the review period (within your specialty or not, new preps, how many different courses).
- Describe your strengths as a teacher, referring to evidence in the WPAF.
- Analyze your developmental progress as a teacher: are your SETE scores improving over time? Have you introduced new innovations? Explain discrepancies or higher scores that seem to be outliers (a challenging cohort, a difficult class that is always rated more negatively than others in the major, other circumstances) and reflect on both the positive comments from students and the constructive feedback.
- Compare your performance to others if required by your department RTP criteria. Typically, this involves using departmental means, but use the point of comparison that is most relevant to your situation and as required by your department RTP criteria.
- Describe what you are doing to become a better teacher—trying out new innovative assignments, using technological tools to increase engagement, attending workshops and conferences to improve your teaching, etc.
- Reflect on changes you have made or plan to make to your pedagogical approach.
- Support your self-reflection with what other people said about your teaching (students, peers, department chairs, etc.).

> *TIP: The 750-word limit for each narrative is firm, so be concise. Prioritize the content of the narrative on how you are developing as a more effective teacher. Make sure to reflect on your experience so far and do not just re-state what is listed in your CV.*

Summary

The following items might be included in the WPAF under Teaching Effectiveness:

- Teaching Narrative (the narrative has its own section on Interfolio separate from Teaching Effectiveness; you bundle all three narratives into one document)
- Table or list of classes taught by semester/year (or put on the CV) with the appropriate comparison data
- Information about any alterations of teaching load such as leaves, assigned time, release time (this is usually in the Narrative or in a table)
- SETE documents for each course
- Course syllabi. If you have taught the same course several times, you need only include the most recent version of the syllabus for this class.

- Peer Observations of Teaching letters
- Selected course materials to demonstrate innovations such as study guides, innovative activities and assignments, mid-term evaluation tools and findings, training certifications, etc
- Documentation of advising/mentoring effectiveness

Evaluating Professional Achievement and Growth (PAG)

SF State and the College of Health & Social Sciences expect tenure track faculty members to have active research, scholarship or creative activity (RSCA) programs, contribute to the development of knowledge in their fields, and disseminate that information as widely as possible through publication and conference presentations at minimum. Funding for your scholarship, through grants or contracts, is generally not a requirement of RTP, but if you have secured funding, show how you have leveraged the funds to disseminate your research. The number of dollars of grant funding generated is not a useful metric for RTP; instead, reviewers look to see what you did with the money, so link any grant funding to the products that resulted from the grant.

CHSS recognizes that the departments and programs within the college are diverse and there are disciplinary differences in how scholarship is conceived and evaluated. Therefore, each program/department has its own RTP guidelines. Faculty seeking tenure and/or promotion need to be intimately familiar with the guidelines for their own departments. This section of the document provides relevant information for new researchers, such as guidelines for ethical publishing, the peer review process, the role of grey literature, choosing and assessing the quality of scholarly conferences, journals, and presses (including open access publishing, predatory journals and publishers, and impact factor), and guidelines for writing about the impact and quality of a body of work for PAG narratives. We begin with our College Vision statement on scholarship.

CHSS Vision for Scholarship

The College of Health & Social Services Task Force on Scholarship's *Collective Vision for Scholarship* (http://chss.sfsu.edu/chss/node/24) presents (a) the vision of scholarship that inspires faculty work, (b) the values that are the foundations of that scholarship, and (c) the principles that guide faculty actions and reflect these values.

Vision Statement
Consistent with the social justice mission of the University, the hallmark of the College is its belief in the potential of scholarship to right a wrong—an act of intellectual advocacy to serve the public good, to wrestle with critical social problems, and to transform how individuals, communities, and institutions function—by advancing and disseminating the

knowledge and practice of specific disciplines. This purpose is best achieved when scholarship is supported as a faculty-initiated and faculty-driven process that emerges from their intellectual curiosity, expertise and professional identity. To affirm the breadth of faculty interests and to honor the spectrum of academic disciplines, the College embraces an inclusive view of scholarship as discovery, integration, application, teaching, and engagement. We value scholarship that is ethical, innovative, interdisciplinary, collaborative, theoretical and applied.

Principles for Assessing Faculty Scholarship
- Multiple Indicators: Utilizes a range of criteria to evaluate scholarship. The College regards the evaluation of faculty scholarship as a complex process that is best achieved through an analysis of multiple criteria rather than reliance on any single criterion. Faculty who, through their scholarly pursuits, invest themselves in the training of future scholars are especially recognized in the College.
- Quality and Quantity: Recognizes the evaluation of scholarship as a balance between quality and quantity. While quality and quantity are both integral to this evaluation, there is an emphasis on multiple indicators of quality, such as innovation, professional and community impact, quality of publication venue, and so forth.
- Peer Assessment: Supports the fundamental role of faculty in evaluating scholarship. Faculty from relevant fields and disciplines are critical to the assessment of the significance and quality of scholarship.
- Funding for Scholarship: Celebrates the full range of scholarship, with and without funding. The College views funding as a means to support scholarship rather than a goal of scholarship. Faculty members are encouraged to obtain funding only to the extent that such grants are needed to advance their scholarship, their professional agenda, and/or the welfare of the community.
- Developmental: Respects the evolving process of scholarship and one's scholarly agenda and accomplishments. We recognize that the skills to pursue a scholarship agenda are honed over time and that tangible scholarly outcomes require sustained dedication.

Categories of Scholarship/Research
The Task Force identified six categories of scholarship and research that are relevant for college faculty:

1. Community-engaged scholarship – Active partnership with community members or organizations and/or community members have clearly defined roles in research. Examples include community-based participatory research, action research, and other forms of close involvement with communities.
2. Creative work – Arts and humanities or media. These types of products translate research or evidence-based principles into innovative formats that foster dissemination of theory, practice, or research.

3. Teaching-informed scholarship – Includes pedagogical research or curriculum research.
4. Student-engaged scholarship – Student research training grants and student mentoring in scholarship; Projects are initiated by students and a collaborative effort between faculty and student that goes beyond standard mentoring/advising.
5. Practice-driven scholarship – Informs practice of a discipline or involves testing intervention in a discipline.
6. Basic or applied research. These are the usual types of research that advance a field, including systematic reviews of the literature, qualitative research, and quantitative research.

Grant Funding

This information is usually on the CV and referred to in the Narrative. At minimum, on your CV, please list the title of the grant project, your role on the grant, the time effort devoted to the project, the funding source, the period of the grant activities, and the amount of money awarded. This is typically done in two categories: **Internal funding** includes SF State and CSU funding streams and **External funding** includes local, state, or federal government agencies, private foundations, or corporate sponsorship of research. Many faculty members have written grants that have supported other activities, such as student success or created scholarships or services for students or have received awards to improve some aspects of teaching. These are listed under the appropriate category of teaching or service. If you have several grants, you may want to indicate what conference presentations, journal articles, and/or other products such as technical reports, came out of each grant. Grants that were submitted, but not funded are listed only on your CV. The effort certainly counts even if you did not get funded.

Supplemental Tables

When preparing the table for the PAG section of the WPAF that describes your work and contribution to co-authored work, you may choose to indicate the category of scholarship and research from the six listed above. This places your work in a context that is useful to reviewers. For example, the table for peer-reviewed journal articles might look like this:

Article Citation/status (in press, under review, or year of publication)	Information about the journal. Is it the main journal of your professional organizations? Reach the audience you need to reach? If desired by your department, include journal impact factor.	# of times cited	Type of research and my contribution (if more than one author). Note if any students were authors. You could also summarize the methodologies or theoretical frameworks used in the study.

If your field focuses more on writing books than articles, the table might provide the book citation and information about the publisher or press in the first two columns.

In your narrative, stress the impact of your work; how does it add to the knowledge and skills of your field of study? If often cited, how do other authors talk about your work? Has it led to policy or practice changes in your field? Does it further the mission of social justice? Has it had an impact on the community of interest? You may also want to discuss how your body of research aligns with your professional or college or university mission statements. Because the narratives are so short, tables such as the one below allow you to provide more context about your publications that will help reviewers see the value of your work and your contribution to each published study. You can also include additional documents that describe your RSCA agenda and contributions in more detail, such work with the community required for CBPR, maintenance of a laboratory for experimental research, or mentoring of undergraduate and graduate students in the research process (if not included in the teaching narrative).

Table 3: Peer-Reviewed Journal Articles Impact Analysis

Article Citation	Journal Information	# times cited	Type of research and contribution if more than one author.
Eliason, M. J., DeJoseph, J. & Dibble, S.D. (2010). Nursings' silence about lesbian, gay, bisexual, and transgender issues: The need for emancipatory efforts. *Advances in Nursing Science, 33(3), 206-218*	This is the top generalist nursing journal for academic researchers, focused on pressing contemporary issues.	131	The idea for the paper was mine. We worked as a team to review 10 of the highest rated nursing journals for content on LGBTQ issues. I did the majority of the writing up of our results. This is a content analysis.
Eliason, M.J., DeJoseph, J, Dibble, S., Deevey, S., & Chinn, P. (2011). Lesbian, gay, bisexual, transgender and queer questioning (LGBTQ) nurses' experiences in the workplace. *Journal of Professional Nursing,27(4),* 237-244.	We chose a journal to reach the audience we needed: practicing nurses and administrators	44	This article summarizes a mixed-methods survey of LGBTQ nurses experiences in the workplace and found that over 1/3 experienced hostile or unwelcoming environments. We shared equally in the conception and data analysis of the project, and I took the lead in writing the article.
McElroy, J.A., Haynes, S., Eliason, M., Gilbert, T., Minnis, A., Toms-Barker, L., McDonnell, C., & Garbers, S. (2016). Healthy weight in lesbian and bisexual older women: A successful intervention in 10 cities using tailored approaches. *Women's Health Issues,* 26(S1), 18-35.	This is the top journal in women's health, with the highest impact factor.	5	This article outlines quantitative analysis of a pre/post intervention study conducted across 5 sites in the U.S. I was PI of one site, and part of the main writing team for this article, contributing about 25% of the content. It was the first ever federally funded intervention study of older sexual minority women.
Eliason, M.J., Radix, A., McElroy, J.M., Garbers, S., & Haynes, S. (2016). The "Something Else" of sexual orientation: Measuring sexual orientation identities of older lesbian and bisexual women using National Health Interview Survey (NHIS) questions, *Women's Health Issues*, 26(S1), 71-80.	This is the top women's health journal by impact factor.	4	I took the lead in conceiving this paper and writing up the results. Analysis was done by Garbers, Radix and McElroy drafted the literature review, and Haynes contributed to the discussion.
Eliason, M.J., Garbers, S., McElroy, J.M., Radix, A., & Toms-Barker, L., (2017).	This journal is the main outlet	5	This quantitative data analysis compared women with and without physical

Comparing lesbian and bisexual women with and without disabilities in a multi-site 'healthy weight" intervention. *Disability and Health Journal, 10(2), 271-278*. http://doi.org/10.1016/j.dhjo.2016.12.005

for articles on disability-related health disparities, thus the audience we wanted to reach.

disabilities on intervention outcomes related to quality of life, nutrition, and physical activity. I conceived of the idea and wrote most of the article; Garbers did the data analysis and others contributed to all sections.

Ethical Publishing

Faculty members are expected to publish in reputable journals and to use presses that provide peer review or at least editor-review of book manuscripts (alternative methods of scholarship such as community-review may be accepted in some CHSS departments with appropriate documentation, or non-peer reviewed publications may be counted as service or teaching—for example, a report written for a local non-profit agency, or an article written for a professional newsletter; check your departmental RTP criteria for publication expectations). In addition, researchers are held to high standards of research ethics in the design and implementation of research as well as in data analysis and interpretation. This section addresses both issues. A primary resource for best practices in ethical research and publishing is the Committee on Publication Ethics (COPE). Four of its publications are listed below.

- *Committee on Publication Ethics (COPE)* http://publicationethics.org
  COPE provides advice to editors and publishers on all aspects of publication ethics. Established in 1997, it now has over 10,000 members worldwide from all academic fields. While COPE's target audience is journal editors and publishers, it has published documents about publication ethics that are very relevant to authors. If you have a question about the ethics of a particular press or journal, this site may be helpful.

- *Guidelines on Good Publication Practice*
  These guidelines address study design and ethical approval, data analysis, authorship, the peer review process, redundant publication, and plagiarism.
  http://publicationethics.org/files/u7141/1999pdf13.pdf

- *Responsible Research Publication: International standards for authors*.
  A position statement developed at the 2nd World Conference on Research Integrity, Singapore, 2010. This document delineates standards for responsible research in nine areas: Soundness and reliability, honesty, balance, originality, transparency, appropriate authorship and acknowledgement, accountability and responsibility, adherence to peer review and publication conventions, and responsible reporting of research involving humans or animals.
  http://publicationethics.org/files/International%20standards_authors_for%20website_11_Nov_2011_0.pdf

- *What Constitutes Authorship?*
  When conducting research in collaboration with others, there are sometimes challenges in deciding the order of authors. Or you may have challenges in knowing whether a student research assistant should be an author on the paper or listed in the acknowledgements. This document presents current definitions of authorship, applying authorship at a journal level, and common scenarios about who qualifies for authorship and who does not. Authorship agreements need to be negotiated when you start a collaboration to avoid conflicts or misunderstandings. They can always be re-negotiated later.
  http://publicationethics.org/files/u7141/Authorship_DiscussionDocument_0_0.pdf

Peer Review

An important consideration in evaluating scholarly work is whether it has been peer reviewed. RTP committees often have little or no expertise in the subject matter of a faculty candidate, thus must rely on peer review. Peer review is the evaluation of scholarly work by other people in the same field or subspecialty area to maintain or enhance the quality of the work in that field. In the case of tenure and promotion decisions, two types of peer review are important. First is the peer review process that happens with journal articles and books (and sometimes book chapters). These types of peer reviews are solicited by editors, not the faculty members themselves.

Manuscript peer review
Peer review is typically anonymous in order to reduce bias in the process. The reviewers are not selected from among the close colleagues of the faculty member, but from a pool of reviewers for the journal or press. Potential reviewers are required to disclose any conflicts of interest. The article by Voight and Cunningham below provides a good explanation of the peer review process.

> Voight, M.L. & Cunningham, B.J. (2012). Publishing your work in a journal: Understanding the peer review process. *International Journal of Sports Physical Therapy, 7*(5), 452-460.
> This article includes a detailed set of sample peer review guidelines.
> http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3474310/pdf/ijspt-07-452.pdf

Most publishers include their peer review guidelines on their web sites. In terms of book publishers, those that provide peer review of manuscripts are considered more rigorous than presses that conduct only in-house reviews, or no review at all. Self-published work is not to be included in the PAG section.

External peer review
When a candidate is up for tenure and promotion review in the sixth year or for promotion to full professor, peer review is conducted for their body of work as opposed to single manuscripts. Many CHSS departments require or highly recommend outside reviewers of

scholarly work. These reviews are solicited by RTP chairs and are very helpful to both candidates and RTP committees, whose members may not be experts in the candidate's field of study. Candidates for RTP are asked to nominate potential outside reviewers, but not contact them personally; the RTP committee chair must do all the correspondence with outside reviewers to keep the process objective. Even if your department does not require external reviewers, you may want to request this at the time you are going up for tenure and promotion if no one on your RTP committee is familiar with the type of research you are doing. Check your RTP criteria to see if external review is required or recommended and consult with your RTP chair about the process. The process of soliciting external reviews can be long, so a candidate is asked to nominate names in the spring semester before they go up for RTP so that reviewers can be contacted and review materials in the summer to meet early fall deadlines. Further recommendations on the process for external reviews from Faculty Affairs can be found here:
https://facaffairs.sfsu.edu/sites/default/files/documents/outsidereview5-2013.pdf

Including Grey Literature

Grey literature is a term for document types produced at all levels of government, academics, business and industry, and community nonprofit organizations in print and electronic formats, but not controlled by commercial publishers (i.e., where publishing is not the primary activity of the producing body). Some examples of grey literature include:

- Technical reports
- Patents
- Working papers
- Government documents
- Policy documents/briefs
- Conference proceedings
- White papers
- Symposia

Grey literature is a means of distributing technical, public policy, and practice information and is important for two main reasons: research results are often more detailed in reports and conference proceedings than in journals, and they are distributed in these forms 12 to 18 months before being published elsewhere. Some results simply are not published anywhere else. Public administrations and public research laboratories produce a great deal of "grey" material, often for internal and in some cases "restricted" dissemination. The University of Pennsylvania Library's web site offers a good description of how to use and evaluate grey literature.
http://guides.library.upenn.edu/content.php?pid=286667&sid=2358328

The Grey Literature Report is a bimonthly publication of The New York Academy of Medicine alerting readers to new grey literature publications in health services research and selected

public health topics. The database platform is keyword searchable and serves as an archive for the cataloged reports. Academy priority areas include healthy aging, prevention, and eliminating disparities. http://www.greylit.org/

Refer to your department RTP criteria and see the section below on assessing quality in RTP scholarship narratives and reports for more information on deciding whether, or how, to include grey literature that you created or contributed to in a WPAF or CV under scholarship (as opposed to service or teaching), and how to describe its impact to RTP committees and other reviews of the RTP documents.

> Example**:** You have a state contract (rather than a research grant) to produce a treatment manual about smoking cessation for use in substance abuse treatment facilities in the state. You produce a technical report about the development of the manual and how to implement it, and this is posted on the state agencies website. Is this research or service?

Guidelines for Selecting and Evaluating Journals/Presses

All faculty members are sometimes challenged when trying to find the right outlet for their work, and one that will review and publish their work in a timely fashion. Especially considering changes in our endemic world, reviews that rely on free labor of peers in our disciplines, have lagged thus affecting the timeliness of many publications. With online submissions, open access publishing, and a proliferation of journals and other dissemination venues, the process can be much faster than in the past, but even more perplexing. In recent years, a growing number of faculty members were not granted tenure because they published in the "wrong" venues—in predatory journals, either by mistake or in desperation to get more publications. This section compares open access publishing to predatory publishing, and then addresses ways to assess the quality of the press or journal. Many faculty members have been enticed into a predatory publisher's web and before they realize it, have signed over copyright of their work, which is not peer-reviewed and often disappears completely within a few months.

Open Access Publishing: Open access is the free (to the reader), immediate, online availability of scholarly articles, coupled with the rights to use these articles in the digital environment. Materials found via open access may or may not be peer reviewed and the rapid increase in open access publishing has led to a debate as to whether the peer review system is being threatened. While the cost to publish in a high quality, peer-reviewed open access journal can be very expensive, the CSU has begun to form partnerships with some publishers to reduce or eliminate those fees (e.g. https://www.elsevier.com/open-access/agreements/california-state-university). Membership groups have been formed to monitor open access venues:

- Open Access Scholarly Publishers Association: http://oaspa.org/

- The Scholarly Publishing and Academic Resources Coalition: https://sparcopen.org/

The Directory of Open Access Journals (https://doaj.org) is an online directory that indexes and provides access to high quality, open access, peer-reviewed journals. Additional information:

Bjork, B.C. & Solomon, D. (2012). Open access versus subscription journals: A comparison of scientific impact, BMC Medicine 10 (73). http://bmcmedicine.biomedcentral.com/articles/10.1186/1741-7015-10-73

Predatory Journals and Publishers: Predatory publishing is an exploitative open-access business model that involves charging publication fees to authors without providing the editorial and publishing services associated with legitimate journals (open access or not). Jeffrey Beall, at the University of Colorado, maintained a list of predatory journals and publishers until recently when he stopped because of threats. https://scholarlyoa.com/publishers/. He used two documents from the Committee on Publication Ethics (COPE) to develop a comprehensive set of criteria for determining predatory open access journals and publishers. https://beallslist.net/wp-content/uploads/2019/12/criteria-2015.pdf. The following article provides a good overview of predatory publishing.

Kearney, M.H. & The INANE predatory publishing practices collaborative (2014). Predatory publishing: What authors need to know. *Research in Nursing and Health*, (38), 1-3. http://onlinelibrary.wiley.com.jpllnet.sfsu.edu/doi/10.1002/nur.21640/epdf

Think. Check. Submit. provides a basic checklist that faculty can refer to when they are choosing a trustworthy journal to which to submit their work. http://thinkchecksubmit.org

Tips that you might have a predatory journal:

- They contact you personally via email and invite you to submit an article. Sometimes they cite an article you wrote recently as an example of exemplary work and the reason they want you to submit a manuscript to them. Often, they ask for a very short piece and want it within a week.
- The language is a bit off, suggesting the writers are not familiar with academic writing "Dear gracious madam, we read your magnificent article on anal warts with delight and invite to submit your stellar work to the Journal of Science."
- They promise a very quick review of your article—sometimes only a few days.

Predatory Conferences: Many of the same entities that engage in predatory publishing also host bogus conferences. Sometimes these are in exotic locations and the conference brochures look much like travel brochures. Beware of conferences that are too general:

"International Psychology Conference" and seek a high fee for presenters (sometimes a higher fee than is listed for attendees). Stick with conferences of well-known professional organizations in your field.

Impact Factor: The impact factor is a measure of the frequency with which the "average article" in a journal has been cited in a particular time period. The impact factor has been used in the process of academic evaluation as a gross approximation of the prestige of journals in which individuals have been published. However, criticism surrounds the use of the impact factor in faculty evaluation. The European Association of Science Publishers "recommends that journal impact factors are used only - and cautiously - for measuring and comparing the influence of entire journals, but not for the assessment of single papers, and certainly not for the assessment of researchers or research programs either directly or as a surrogate." http://www.ease.org.uk/sites/default/files/ease_statement_ifs_final.pdf

The San Francisco Declaration on Research Assessment developed a set of eighteen recommendations. Their first recommendation was "do not use journal-based metrics, such as Journal Impact Factors, as a surrogate measure of the quality of individual research articles, to assess an individual scientist's contributions, or in hiring, promotion, or funding decisions." http://www.ascb.org/files/SFDeclarationFINAL.pdf

In short, you may cite the impact factor of journals in which you have published as a very rough indication of the quality of the journal, but for making a case for the impact of your own scholarly work, you may want to rely more on number of times your own work is cited and/or how your work is used (assigned reading for a class at another university, reprinted in an anthology, cited in media reports, used to change a policy, etc.). Impact factors is *one* of many ways you can define your decisions to publish with particular outlets, but your narrative should define your own interventions and decisions to engage in particular academic publishing venues.

Assessing Quality in RTP Scholarship Narratives and Reports

Comments about the quality of one's publications and body of research as a whole are relevant for the scholarship narrative. Narratives can include a very brief descriptive summary of your body of work (for example that you have met the departmental RTP criteria of at least one peer-reviewed publication per year), followed by an evaluation of that work in the framework of your particular field. Some types of research designs or methods are more time-consuming than others, so that should be noted. For example, participatory research designs or community-based participatory research require much more time and effort to develop relationships than some other designs, but ultimately may result in findings that are of more practical value to communities. Some comments about the efforts devoted to developing relationships with communities will be very helpful to reviewers.

If your work is in a new, cutting-edge field or tackles issues related to historically underserved populations in a new way, you may experience more challenges to publishing your work. You may also receive more requests for presentations, review and collaborations in a field that you are helping to advance and innovate. Providing the reviewers with context on this will be helpful, such as number of times an article was submitted, or examples of reviewer comments that show lack of knowledge about the topic or even bias against the topic (comments like "population too small to be significant," "would not be of interest to readers," "not mainstream [fill in the discipline] material," or "addresses a niche topic." Perhaps you received a revise and resubmit decision, with contradictory recommendations from reviewers--this slows the process of publication.

The key to deciding what to include in the PAG is generally whether it has been peer-reviewed, although some departments are beginning to broaden the definition of "what counts". Always refer to your specific departmental RTP expectations for scholarship. Products such as self-published books, newspaper articles, and editorials generally do not count as scholarship, but may be included in the service or teaching section of the dossier, depending on how they are used. CHSS also highly values research published in conjunction with students. This collaboration can be highlighted in the table that summarizes the faculty member's contributions to each publication. Grey literature can be included in the PAG section if you have evidence of its impact: for example, a faculty member conducted an evaluation of a community-based smoking prevention program for adolescents that was subsequently cited in ten scholarly journal articles and cited in a scientific hearing at the Centers for Disease Control. This now has evidence of scholarly impact and has been verified as quality information by peers.

> **TIP:** *Books that have been previously published as separate chapters and have not been substantially changed for the book format cannot be counted as another independent piece of work. A book is considered as a whole, as one example of scholarship, and is not considered chapter-by-chapter. If you have updated a book that was used at one level of review, you will need to provide evidence of how this new edition is different from the older version. Minor updating of a book generally is not considered as a new publication.*

Assessing Impact of Work
- Citation indexes. One way to show that your work has had an impact on the field is to report how many times each of your articles or books have been cited by others. Google Scholar shows this information. Of course, the more recently a work has been published, the less likely it is that others have cited it yet, but you may want to highlight articles that have a high rate of citation and focus on those. Some journals have also begun to track download/open rates for manuscripts which may be more relevant for recently published work. As you progress in the RTP process, you can show trends in how your work is cited by others.

- Awards. Indicate if you have won awards for your research. This might include being the most downloaded article of the year for that journal or being recognized at a conference for the work.
- Recognition in professional associations and professional newsletters. Maybe your work was highlighted by a specialty group in your discipline—this shows impact.
- Interviews by the media. Some faculty members are approached by the media to talk about their publications—this also shows the wide impact of your work.

Scholarship Narratives

Topics to include in the narrative are your research agenda or areas of study, explained in lay terms, a summary of the impact and quality of your work as a whole (rather than individual articles/books which are already listed in the table), and a bit about your ongoing projects that are not yet reflected on your CV or WPAF, and your future plans. Identify your developmental trajectory as a scholar in this narrative and reflect on your progress. Make note if your teaching and service overlap with your research and highlight common themes.

Summary

Common documents in the PAG section of the WPAF include:

- PDF copies of all published work and creative products (links might be necessary to items such as videos or complete books)
- Manuscript drafts with letters/emails of acceptance of the work in press or accepted or links to videos or websites.
- Letters of approval of funding for grants (no need to include the actual grant applications unless your department criteria require it)
- Letters from External Reviewers (for tenure and/or promotion, if the department requires them)
- A table outlining information about the journals you have published in and your contribution to co-authored works (may be found on the CV).
- Curricular innovations. Faculty Affairs lists it here but check your department RTP criteria to see whether this belongs in teaching or scholarship. If you have published articles about the innovation, it belongs here.

Contributions to Campus and Community

Service is vital to the workings of a university, is critical for faculty governance, and is an important part of the development of the university scholar. CHSS created a vision statement and principles to guide considerations of service at all levels.

CHSS Vision for Contributions to Campus and Community

The College of Health & Social Services Task Force on Service's *Collective Vision for Contributions to Campus and Community* presents activities that support these values and are vitally important in the service of the College's commitment to quality education for all students.

Vision Statement

Contributions to campus and community are paramount to our mission. Within these categories, College policy and practice recognizes the importance of both contributions to the governance of the Departments, the College and University and to the civic engagement of faculty and students with the various communities we serve. Effectively addressing the most pressing health and social issues of our time requires community partnerships that inform our teaching and scholarship. Within our various communities, service is essential to effect positive health, social change, intellectual growth and increased quality of life. Our contributions to campus and community enhance the well-being of individuals and communities. We are proponents of equity, social justice and environmental sustainability. Our service activities ultimately involve advocating for, and working toward, the public good, including the betterment of institutions within all of our disciplines. Our contributions (or forms of service) are best achieved when they are initiated by faculty who derive intrinsic satisfaction from such service activities. The College endorses a breadth of service activities and strongly encourages faculty members to be involved in a blend of community-based as well as on-campus forms of service.

Examples of Service Activities

Campus
- Serving on Departmental, College-wide and University-wide committees and/or task forces:
    - Chairing a committee or task force
    - Helping a committee or task force to meet its goals
    - Contributing to a search committee
    - Participating in school or department program review and/or accreditation activities.
    - Contributing as a member or leader of a task force to address an issue facing the campus community
    - Participating as an elected member in faculty governance
    - Writing a task force report
- Leading faculty governance activities
- Providing leadership and/or coordination for the effective functioning of a unit
- Representing the university in a public media forum
- Serving as a faculty advisor to student organizations
- Mentoring fellow faculty members

Community
- Engaging in community-based participatory actions and other activities that increase the quality of life in, and across, communities
- Consulting with private and public, profit, and not-for-profit organizations by applying expertise to enhance the efficiency or effectiveness of the organizations served
- Assisting the public through a clinic, hospital, laboratory, or center
- Serving on boards of community-based and nonprofit organizations
- Participating in community service-learning activities (see also Teaching).
- Making research understandable and useable in specific professional and applied settings
- Providing public policy analysis for local, state, national, or international government agencies
- Testing concepts and processes in real-world situations
- Giving presentations or performances for the public
- Evaluating programs, policies, or personnel for agencies
- Engaging in seminars and conferences that address public interest problems, issues, and concerns and that are aimed at either general or specialized audiences such as practitioner or occupational groups
- Participating in governmental meetings or on federal review panels or advisory/grant review committees for large foundations
- Engaging in economic or community development activities
- Participating in collaborative endeavors with schools, industry, or civic agencies
- Communicating in popular and non-academic media including newsletters, radio, television, and magazines
- Writing a textbook for an undergraduate course
- Designing and/or delivering workforce development education for the field

Service to a discipline or profession include but are not limited to:
- Contributing time and expertise to further the work of a professional society or organization
- Promoting the image, prestige, and perceived value of a discipline or profession
- Organizing a professional conference or symposium
- Establishing professional or academic standards
- Serving as an elected officer of a professional society
- Serving as a peer reviewer of manuscripts for a journal or press

Values and Principles for Evaluating Contributions to Campus and Community
- **Intrinsically Motivated:** Significant participation in faculty governance is essential to the well-being of the department, college, and university. Faculty recognize the

need for contributions and service at all levels. These service needs are best achieved when faculty freely decide what service activities they undertake to campus and community. Faculty maintain an understanding that service activities should be a personal interest, related to their professional disciplines, and become an integral part of their teaching and scholarship.

- **Necessity of Outreach:** Faculty are encouraged and supported to reach out to community institutions, organizations, and entities to forge partnerships in the interest of the public good.
- **Student Involvement:** Whenever possible students should be encouraged to participate in service activities and be mentored by faculty thus creating a college-wide culture of participating in meaningful service.
- **Mutual Purpose and Shared Benefits:** Faculty and community partners create service projects that serve the needs of both our campus and the community. Faculty understand the power of reciprocity through collaboration.
- **Quality and Impact:** It is critically important that ongoing assessments of the quality and impact of service activities be undertaken using valid qualitative and/or quantitative measures. Quality service should be able to demonstrate impacts on promoting equity, social justice, sustainability, individual and/or community well-being. Furthermore, as faculty become tenured, hence more senior and gaining in expertise and stature, there is an expectation of commensurate development in the depth and breadth of their service contributions and an increase in their leadership roles.
- **Faculty Governance:** Faculty regularly serve on committees at the departmental, college-wide, and university-wide levels to ensure the integrity of this governance process as well as to enhance the organizational functioning of the institution.

Evaluating Service for the WPAF

Service constitutes 20% of the workload of a tenure-track faculty member, and departments rely on service to get the curriculum, student services, and administrative work done to recruit, admit, retain, and graduate students. CHSS recommends that at least half of this time be devoted to departmental service in the form of curriculum committees, admissions committees, RTP, search committees, and other groups necessary to get the work done. This work can be explained in a table of service activities that outlines the committee membership and the candidate's role on the committee or group, and/or in the service narrative. For service to the College, broader University, professional organizations, or local communities, some form of written documentation is necessary. A sample table summarizing service is shown below:

Table 4. Summary of Service Activities

Service Activity	Type of Service	Role/Products/Outcomes	Link to evidence
Graduate Program Admissions Committee	2 meetings per year, plus 10 hours of outside work to review candidates for our graduate program	Chair of committee and primary reviewer for 20 applicants, part of decision-making team for all applicants.	N/A
College Teaching Taskforce	2 meetings per semester; 3-year commitment	Advise the college on issues of teaching excellence, plan and implement at least 1 event per year. I presented a 2-hour workshop on writing across the curriculum in 2016. In 2017/18, I will chair this taskforce.	See letter from Associate Dean X (Teaching Taskforce Letter)
Advisory Committee for Homeless Coalition of SF	Part of an 8-member board who conducted a needs assessment of clients of the agency	I developed the needs assessment tool, trained volunteers to collect information, analyzed the data, and took the lead with help from the other board members, to write a report that is posted on the agency website. I have been on this committee from 2014 to present.	See technical report (Homeless Coalition Needs Assessment Report)

The service section of the eWPAF will contain the written documentation of service activities, and may include deliverables, such as technical reports written for a community agency, a white paper from an expert panel for a professional organization, a newspaper article about the candidate's work for a local group, and so on. If you are asked to serve on a task force or do a special project for your department, college, or university, ask for a letter from the chair or leader of the group that outlines your role. Perhaps you wrote a grant to get student services in your department, or to fund a scholarship—that would be considered service.

The service area can be the most difficult to evaluate and the process of review should keep in mind three things. First, this area of evaluation must be documented in a manner that is no less exacting than that required for teaching and scholarship. Second, the CFA/CSU contract requires that tenured/tenure-track faculty participate in service to the university, profession and to the community. Third, activities in the area of service extend to the use of one's specialized knowledge, expertise, or teaching skills to non-university audiences. Candidates for retention, tenure, and/or promotion must furnish credible evidence that they have made significant contributions to both the campus (department, college, and university) and the community categories of service contributions. When you ask for letters about your service activities, please ask the writers of these letters to provide some evaluative comments, rather than a mere description of
the activity.

Department or school discussions about service can also be used to clarify such issues as the use of university resources for service and remunerated service. For example, service

carries the connotation of a *pro bono* activity; however, some service is remunerated. Remuneration may be used as an index or an indicator that the activity has become a private business enterprise rather than service. Departments and schools may also consider questions of breadth versus depth of service. Course buy-outs may be granted to faculty who take on larger service roles for the department, college, or university. These buy-outs should include concrete deliverables to demonstrate accountability, such as memoranda of understanding between the chair and faculty member outlining timelines and deliverables. These deliverables can be used as evidence for service.

Guidelines for Documenting Community and Professional Service in Narratives

- Focus on documenting your individual contribution, rather than documenting the project or committee.
- Work to achieve a balance of focus between process and impact.
- Wherever applicable, clarify the intellectual question or working hypothesis that guided your work.
- When presenting community impact, discuss the significance of the impact and how it was evaluated.
- Make a clear distinction between your individual faculty role and that of others in any collaboration.
- Locate the service/outreach activity in a context (campus mission, departmental priorities, national trends).
- Show your individual faculty expertise and experience as inputs.
- Be selective about what information to include; ask yourself whether the information helps make the case for RTP.
- Show the professional service/outreach activity as a platform for future work.
- Strike a balance between brevity and completeness.

Source: Driscoll, A. and Lynton, E.A. (1999). Making outreach visible: A guide to documenting professional service and outreach. Washington DC: American Association for Higher Education.

Much of the activity in service to campus is performed as a member of a committee or a team. The following questions can inform the faculty member's report of these activities and assist the RTP committee in
its evaluation:

- If the activity was undertaken with a specific charge, what was the charge?
- Who was the chair of the committee or team?
- What was the specific task of the committee or team?
- What was your role on the committee or team?

- What specific disciplinary expertise or other strengths did you bring to the committee or team?
- Were there specific elements of the committee or team in which you played a major role? What were they?
- Were you the (or a) primary author of specific materials produced by the committee or team? If so, what are they?
- What has been the impact of the committee or team and how has it been determined?

Community and Professional Service as Scholarship?

While many faculty activities fall within the concept of "citizenship," some may be a part of the faculty member's scholarly agenda. For service to be considered scholarly it must be research based, require a high level of discipline expertise, and move the field ahead. In this case, the documentation is more extensive and requires a careful presentation of the importance of the activities and the quality of the work being performed. Common content elements or topics include:

- A basic description of the activity itself, to include purpose, intended goals, participants, and stakeholders.
- Context for the activity, to include setting, available resources, constraints of resources and/or time, and political considerations.
- The individual faculty member's expertise and experience.
- Connection of the current activity to the faculty member's future and past scholarly agendas.
- Choice of goals and methods, with a literature base and working hypothesis directing these choices.
- Evolution of the activity, to include ongoing monitoring, reflection, adaptations, and adjustments.
- Outcomes and impact on various stakeholders, including what the faculty member learned.
- Mode of dissemination to the profession or discipline.

Service Narrative

If you have tables that summarize the type and nature of your service activities, you can spend the words in the narrative to describe the themes that cut across your service activities (perhaps you choose university committees and professional organization activities that all focus on student success or that are compatible with your area of scholarship or you blend service with teaching). You can also discuss your developmental trajectory of service. Typically, tenure-track faculty members begin with only department service and gradually expand service to college and university, as well as take on more leadership roles in all areas of service. Candidates for full professor are expected to have

more extensive leadership roles in all areas and serve the College and University as well as their departments on a regular basis. You can also address the ways that your service, teaching, and scholarship are integrated or overlapping.

TIP: RTP committee reviews should address the developmental trajectory of the candidate and the quality and impact of service work. It is important to consider the documentation of service and explanation of your role in the service activity, rather than just lists of committees or advisory boards.

Summary

Items in the Service Section of the WPAF might include:

- Lists and documentation of campus service (department, college, university, CSU).
- Lists and documentation of community service such as professional organization committees, offices, taskforces, editorial boards, manuscript reviewing (see Publons below), or community agency board of directors, advisory committees, volunteer work, clinical services, consulting.
- Deliverables from service activities you have participated in, such as new university policies, technical reports, new curricular plans, and so on.

> *TIP*: Publons (now part of Web of Science) and ORCID are free compendiums of article reviewer work that allows you to download a record of manuscript reviews that you have done. This saves having to keep emails from editors about reviews. See https://access.clarivate.com/login?app=wos and https://support.orcid.org/hc/en-us

Rebuttal Letters

At every level of review, you will have the opportunity to submit a letter of rebuttal if you feel that the letter does not accurately reflect your work. You will have ten days from the time of receipt of the letter of review to submit the rebuttal on Interfolio. Do not use the rebuttal process for very minor points that would not affect decisions at the higher levels.

Part III —

For Reviewers: Centering Equity in the Roles of RTP Chairs and Committees

One of the most important duties of senior faculty is to serve on, and at times, chair RTP (retention, tenure, and promotion) committees. Often, faculty are thrust into these roles with little guidance or training. Departments use different processes to identify RTP committees; some departments have one RTP committee as a whole whereas others have different committees for each candidate. Academic senate policy designates secret elections for RTP committees with all tenure track faculty voting, but there is no designated process for selecting a chair. RTP committees are for three years, but continuity is affected by faculty leaves and turnover. Some RTP chairs play a major role in mentoring faculty toward tenure and promotions, and in other departments, the department chair takes that role. These expectations should be discussed by department faculty and the processes made clear.

Historically, there has been little guidance on the RTP process at the departmental level, resulting in confusion over the roles and responsibilities of department chairs versus RTP chairs. In addition, departments operate differently in terms of RTP committees. Larger departments may have RTP committees that consist entirely of full professors. Smaller departments may have RTP committees consisting of all tenured professors or a committee of three. Department policies outlining the roles and responsibilities would be helpful, and the next section provides an example of ways to parse out the activities of department chairs versus RTP chairs. Each department can decide how to delegate RTP procedure responsibilities that best fit their circumstances, so these sections are merely suggestive.

RTP Chair Responsibilities

Communication with all faculty eligible for RTP review in the coming year. Typically, this should occur in the spring semester. CHSS recommends at least yearly check-ins of the RTP committee with all tenure track faculty who are eligible for a promotion to advise them on the steps needed for their RTP review in the coming year. This may include:

- sharing the RTP calendar (found on the Faculty Affairs website),
- sharing information about Faculty Affairs or CHSS RTP workshops,
- advising about changes in university, college, or department policies regarding RTP,
- coordination of peer observation of teaching for candidates,

- reviewing yearly progress and future goals related to teaching, scholarship and service for Assistant and Associate professors,
- sharing of resources (CEETL or Academic Technology workshops, RTP manual, etc).

Oversee the external review process. Many departments require or highly recommend that candidates for tenure and promotion have external reviews of their scholarship. Candidates for RTP can nominate names of potential reviewers, but the RTP chair is typically responsible for vetting this list, adding to it with input from other committee members or the department chair, and doing all communication with external reviewers. To obtain these external reviews in time, this process needs to begin no later than early June, so a determination of whether the RTP chair is willing to do these activities in the summer must be made. Appropriate external reviewers are scholars of higher rank (typically full professors) who have no personal contact or collaboration with the candidate. Collaborators on research projects can submit "Dear Colleague" letters that outline the candidate's role in their shared work, but are not appropriate external reviewers. An RTP chair will typically: send out an email invitation to external reviewers, send out the candidate's CV, 3-4 pieces of scholarship, and the RTP guidelines to external reviewers who have agreed, and email a reminder the week before a letter is due. The RTP chair then sends this letter to the candidate to put in their file.

Review the Interfolio site of the candidate for completeness. Once the WPAF has closed, the RTP committee will have access to the site. The RTP chair is responsible for seeing if the file is complete. For example, are there SETE documents for every course listed on the CV? Are all published works of scholarship available for review? Are all previous RTP review letters on file? Is the CV up to date? If any key material is missing, the RTP chair can request that Faculty Affairs re-open the file for the candidate to add it.

Coordinate the RTP committee review. The RTP chair communicates with other committee members about how the review will be conducted. The chair typically oversees collecting these sections and authoring the final report, sharing the final report with committee members, and securing approval from the committee. In the event of disagreement among committee members, the RTP chair may need to call meetings until the disagreement is resolved.

Upload the final report to Interfolio. Final reports are uploaded to Interfolio. First, click the "share" button, generate a message to the candidate with the attached report, and enable the rebuttal function. Only then, move the report forward to the department chair. Once the report is submitted by the RTP chair, the access to the candidate's file is closed.

Other possible duties. Some RTP chairs may oversee the revision process for departmental RTP criteria, serve on post tenure review committees, and/or be expected to attend College or Faculty Affairs RTP workshops to stay current.

Department Chair's Responsibilities for RTP

Department Chairs have a unique focus on RTP not found at other levels. The chair knows the department/program's history and structure and ways that the candidate contributes to the department's mission. Candidates often don't really know what qualities they bring to their departments, so Chairs can comment on this. Things that Chairs might comment on that are not directly in the candidate's dossier include 1) general information about the department/program (size, whether a graduate program, whether accredited and if so, what standards must be met and how the candidate contributes to that), 2) the need in the department that the candidate was hired to meet and how well they are meeting that need, 3) how workload equity is determined in the department and whether this candidate's workload is typical or heavier than average (and why), 4) how advising is done in the department, 5) how departmental service is allotted and evaluated, and how the candidate compares to others in the department in serving the department, 6) how peer observations of teaching are assigned and whether there is a standard form or structure for these observations, and 7) the intangible ways that a candidate enhances a department/program (student recruitment and outreach, character, connections to communities that are valued by the department/program, etc).

Primary Duties of Department Chairs in RTP

Communication with all faculty eligible for RTP review in the coming year. Typically, this should occur in the spring semester. CHSS recommends at least yearly check-ins with all tenure track faculty eligible for promotion to advise them on the steps needed for their RTP review in the coming year. This may include:

- sharing the RTP calendar (found on the Faculty Affairs website),
- sharing information about Faculty Affairs or CHSS RTP workshops,
- advising about changes in university, college, or department policies regarding RTP,
- coordination of peer observation of teaching for candidates,
- sharing of resources (CEETL or Academic Technology workshops, etc.),
- determining who is seeking promotion to full professor (and notifying the college office and Faculty Affairs),
- determining who needs post tenure review if applicable.

Oversee the external review process. Many departments require or recommend that candidates for tenure and promotion have external reviews of their scholarship. Candidates for RTP can nominate names of potential reviewers, but the RTP chair or the department chair is responsible for vetting this list, adding to it with input from other committee members, and doing all communication with external reviewers. To obtain these external reviews in time, this process needs to begin no later than June, and a determination made of whether the department or RTP chair will complete this task. Appropriate external reviewers are scholars of higher rank who have no personal contact or collaboration with the candidate. Collaborators on research projects can submit "Dear Colleague" letters that outline the candidate's role in their shared work but are not

appropriate external reviewers. An RTP or department chair will typically: send out an email invitation to external reviewers, send out the candidate's CV, 3-4 pieces of scholarship, and the RTP guidelines to external reviewers who have agreed, and email a reminder the week before a letter is due. The chair then sends this letter to the candidate to put in their file.

Independent evaluative review of the file. Department chairs are responsible for reviewing all the materials in the WPAF after the RTP committee report has been submitted. Chair's letters speak to quality and impact of the candidate's work, and evaluate performance according to the departmental RTP criteria. If the candidate narratives or RTP report have not described the specific nature of the discipline that reviewers at higher levels need to know, the department chair letter should address this.

Upload report to Interfolio. When the report is final, upload to Interfolio, click the "share" button and generate a message to the candidate, enable the rebuttal function, and attach the report. Only after the report has been shared with the candidate, then move the file forward to the Dean's level.

Other possible duties. Department chairs may oversee the revision process for departmental RTP criteria, serve on post tenure review committees, and be expected to attend College or Faculty Affairs RTP workshops to stay current.

Considerations for Writing an RTP Review Letters

In general, the letters from the RTP committee and the department chair are the longest and most detailed letters of any level of review, because they have the greatest expertise in evaluating a faculty member's contribution to their department and discipline. The RTP committee have the greatest knowledge of the faculty candidate's teaching experience, scholarly progress and contributions to the department and university. These letters are often 8-10 pages in length, more if the candidate's case is complicated.

We acknowledge, though, that in the past these letters, while trying to be neutral, objective evaluations of candidate accomplishments, have often disadvantaged some faculty members from historically marginalized backgrounds whose work is harder to fit into existing RTP criteria. What follows are recommendations for writing anti-racist RTP letters that also suggests that RTP committee members to reflect on anti-sexist, anti-heterosexist, and other inclusive approaches to evaluating candidate success.

Drawing on the A4BL Anti-Racist Tenure Letter Working Group article, ["Equity, Diversity and Inclusion: A Guide for Writing Anti-Racist Tenure and Promotion Letters" (2022)](#), the CHSS acknowledges that being asked to review and write a letter is a place of power. The working group notes:

Anti-racist tenure and promotion letters provide an avenue of intervention and advocacy to challenge the exclusionary and harmful aspects of academia. In evaluating scholarship that does not necessarily conform to 'white supremacy culture' values, we must recognize that our personal biases influence both our scientific practice and our tendency to uphold these values of scientific pursuit. If we are to move beyond these exclusionary practices, we must recognize these biases in all of our academic practices and value other knowledge systems beyond that of the 'traditional' epistemology of science.

We share below a few practices for letter writers and reviewers that the above article suggests:

Before Writing a Tenure and Promotion Letter

First, reflect on and appreciate the role your specific perspective plays in your letter – your gender, race, class, sexual orientation, able-bodiedness, culture, ethnicity, religion and nationality. Some of the questions recommended in the article to do this reflection are:

- In what ways does your identity align with the letter readers?
- In what way does your identity align with the subject of your letter?
- Why were you asked to write the letter?
- Clarify your positionality for yourself – what lens do you bring to this evaluation and how do your own identities and backgrounds shape your evaluative process?

Second, as context, seek out the perspective of the college and university reflect on what they value in their faculty, in documents like strategic plans or through university leaders' communications. In acknowledging the institutions' current priorities, you can balance how you write about the candidate's record in the context of the institution. Reflect on the ways in which you can learn about the candidate's institutions and contexts. While Senate policy requires all reviewers base their letters on the material included in the portfolio created, reflect on these questions:
- Ask the person who requested the letter (e.g., the department chair) about the make-up and perspective of the department and institution
- How do they value and weigh research, teaching, and service?
- What are the faculty and student demographics?
- How do they account for, support, and evaluate diversity, equity, and inclusion (DEI) work? (See, for example, [University of California, Berkeley's Rubric for Assessing Candidate Contributions to Diversity, Equity, Inclusion, and Belonging](#)).
- How do they account for collaborative, ongoing, or community-facing endeavors?
- Ask for any additional information the person who requested the letter can supply about the candidate so that the candidate's often invisible and likely uncompensated DEI work can be included in your letter.

From the A4BL article, "As a final preparatory step (**Figure 1** top, box 3), research the candidate's CV, professional website, and public-facing social media to learn more about their influential work inside and outside of academia (e.g., DEI work, collaborative work, leadership). Consider the multiple ways that a research area has been impacted by the presence and contributions of the scholar and how to communicate the impor- tance of work that is not traditionally valued by academia. It may be helpful to familiarize your- self with the embedded values of academia, through reading **Okun, 2021** or the work of Dr. Leslie Gonzales (e.g., **Gonzales and Waugaman, 2016**; **Gonzales and Núñez, 2014**), in order to recognize the limitations of traditional scholarship as the only currency of contribution to academia. "

In Part 1 of this guidebook, there are questions that broaden the "traditional" definitions of advancement on sections on teaching effectiveness, professional achievement and growth and contributions to campus and community. We advise you to read the questions and brief explanations on each section to grasp the ways that RTP policies have narrowly defined the norms of earning tenure and promotion, rather than broadening the terms so that candidates. can define their own interventions.

Writing the Letter

State Your Positionality
The A4BL Anti-Racist Tenure Letter Working Group suggests that you begin with a positionality statement in any letter. Acknowledging your academic credentials is a good start. However, recognizing your own background and experiences as it informs how you evaluate the candidate can help you communicate the values that *you* hold in your letter. Identifying your own professional and social identities can help a reader understand the similar and dissimilar vantage points you share with the candidate and contextualize how your experiences inform your review.

In the letter, please refer to the candidate by using their formal title or position. Using the honorific "Dr." or "Professor" rather than a first name shows that you are considering the candidate's credentials.

Expand and Broaden Standards of Achievement
Often tenure and promotion letters focus on a candidates' achievements. The A4BL Anti-Racist Tenure Letter Working Group recommends that you discuss the candidate's accomplishments, they write, "mention traditional scholarship (e.g. published papers, books, citations, invited talks, grants), however as a reviewer you can also call attention to: grant applications submitted (and re-submitted), symposia organized, spaces and classes created, leadership and service to the department and academic community, leadership to and education of the community outside of academia, creation of public policy and impact on public health, and participation in public relations or recruiting efforts. When possible, frame this as scholarship rather than service, because many of these achievements reflect the scholar's standing in the field.

While your charge as RTP chair or committee member is review the materials and evidence provided on the file, the exhaustive list provided by the A4BL Anti-Racist Tenure Letter Working Group encourages you to assess the candidate's file with acute attention to the many ways a candidate's work can show up beyond narrow "traditional" norms of academic "excellence" solely defined as peer-reviewed articles and books. They argue that a candidate, especially faculty from historically marginalized backgrounds, can and are emerging in a multitude of outcomes and impacts in their teaching, scholarship and research and service. Many department RTP policies in the college have been revised to include many of the aforementioned categories. It is important to note faculty from historically marginalized backgrounds have and continue to work in this expansive way and have been penalized when their productivity reflect their commitments, when those commitments are as labor-intensive and equally impactful, if not more, as peer-reviewed journals, as one example. You can also include collaboration as an underestimated and underappreciated aspect of scholarly advancement. Writing about scholarly accomplishments through the broad scope can provide context for reviewers beyond your department and discipline. It is key that as a reviewer you highlight the ways candidates provided novel and original advancement to their field of research through argumentation, methods, theoretical groundwork, perspective and outlook, etc.

Recognizing Candidate's Experiences as Added Value
For Indigenous faculty, faculty of color, first generation scholars, women and gender expansive faculty, faculty from working class and working poor backgrounds, LGBTQIA+ faculty and disabled faculty, recognizing their embodied experiences as it informs their work can acknowledge their wisdom and perspectives beyond formal chronological academic training. We also encourage you to include evidence-based, academic publications to acknowledge structural inequities that faculty from historically marginalized backgrounds continue to face. For example, the A4BL Anti-Racist Tenure Writing Letter Writing Group propose this sentence, "Given the known racial disparities in grant funding (Taffe and Gilpin, 2021) and publication rates (Lerback et al., 2020), and the epistemic exclusion of minoritized faculty (Settles et al., 2022),…" (see appendix for citations). This sentence can explicate the structural obstacles candidates face and overcome. In this way, candidate's social identities can be framed as an added value to their portfolio, while acknowledging that external and historical conditions constrain their experiences.

In many ways, this approach of recognizing the structural and historical barriers that confront candidates from historically marginalized backgrounds while lifting up their unique contributions, can be extend3ed to teaching and service. Reviewers and letter writers can reflect on the question, "How have candidates identities and experiences contributed to their work in the classroom and/or their service to the department, college and university?"

We advise reviewers to avoid reductive comparisons to a "prototypical" scholar within or outside of your institution, as is the standard in many tenure letters. A discussion of the candidate's skill and accomplishments from the letters provided by colleagues, in and out of your institution can replace this practice of arbitrary comparison.

After Writing the Letter

The time and labor you spent in reading and reviewing a candidate's file sets you up to be able to continue to support this candidate's development and promotion to Full Professor in different ways:

1. You can cite their work and encourage your collaborators to cite their work;
2. You can assign their work in your courses and invite to deliver a guest lecture in your course or an invited talk for your department;
3. You can create connections to other scholars across the department, college and university;
4. You can identify and nominate the candidate for awards or scholarships in your discipline, professional academic organizations;
5. You can invite them to contribute to a publication opportunity you are in charge of or know of, such as an edited volume, special edition, etc.;
6. You can broaden the network of people who are familiar with their scholarship, teaching and service by inviting them to a colloquium to speak on their expertise.
7. You can identify opportunities in the university wherein their expertise can be highlighted in the college and university-level.

The point here is that writing a tenure and/or promotion letter can often be seen as a transactional exercise. When in reality, your review, if affirmative, will ensure that your colleague will be in your department in the long run and therefore, your time and labor in reviewing their work is not just generative for *them*, it is also generative for you and your colleagues, if you invest that time into developing a professional relationship with the candidate. Mid-level career faculty often find themselves isolated and lacking of guidance in the post-tenure stage of their career, you can utilize your knowledge of a candidate's work to support them.

Important to note a quote from the A4BL Anti-Racist Tenure Letter Working Group, "Do be attentive and respect their preferences if they decline your offer. If the junior scholar holds a marginalized identity and does take you up on the offer, educate yourself on how to mentor them in a way that supports and respects their goals and values rather than suggest they adopt yours (a great starting point is *Fryberg and Gerken, 2012*; *Fryberg and Martínez, 2014*; *Martinez-Cola, 2020*)."

Lastly, as an intentionally anti-racist letter writer, you can continue to learn about and advocate for social justice-oriented initiatives to redefine RTP processes and policies in your department, college and university.

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