

**THE CHICANA AND CHICANO STUDIES DEPARTMENT:
DEFINITIONS AND STANDARDS FOR REAPPOINTMENT, PROMOTION, AND
TENURE.**

April 3, 2013

DEFINITIONS OF TEACHING, SCHOLARSHIP, AND SERVICE

INTRODUCTION

The following terms and policies serve to establish the parameters utilized by the Chicana and Chicano Studies Department when evaluating faculty members for Reappointment, Tenure, and/or Promotion (RTP). These criteria reflect the general orientation stated in the University RTP policy.

The Chicana and Chicano Studies Department will evaluate faculty members with regards to three basic categories: teaching, scholarship, and service. Reappointment, tenure, and promotion of a faculty member require satisfactory performance in all three areas of evaluation.

Furthermore, in recognizing that this is a small but emerging department, we shall take into special consideration the importance of teaching and contributions in the area of service to the campus and community. For unlike other traditional academic programs (History, English, Anthropology, Sociology, etc.), the establishment of the Chicana and Chicano Studies curriculum came as a result of community activism, organization, and leadership. Therefore, the link to the general public is essential and desirable.

TEACHING

The Chicana and Chicano Studies Department in accordance with the University RTP Policy places participation and efficacy in teaching as the highest priority within the RTP criteria. It is important to acknowledge that the quantity of courses each faculty member is expected to teach directly influences the quality and their overall teaching performance.

The teaching philosophy of the Chicana and Chicano Studies Department is interdisciplinary, transformative, student-centered, and community based. Given its cross-disciplinary nature, the Chicana and Chicano Studies Department provides a variety of academic perspectives which include, but are not limited to, music, anthropology, history, art, ethnography, folklore, literature, psychology, and sociology. The integrative and student-centered methods are based on interactive and transformative learning and the development of critical reading, thinking, and writing skills. Moreover, the Chicana and Chicano Studies Department is committed to community partnerships and civic engagement opportunities where students combine classroom learning with practical experience. The Chicana and Chicana Studies Department believes that this teaching philosophy in its academic program is the highest quality education that students can receive from an institution, one which will prepare them as professionals and citizens toward positive social change.

The following measures will be utilized to determine the quality and effectiveness of the teaching process. Teaching activities occur in traditional face-to-face, hybrid, and on-line courses.

- 1) Review and analysis of both statistical summaries and the written comments from students presented in the Perceived Teaching Effectiveness (PTE) forms for the courses chosen by the faculty member for inclusion in their personal action file.
- 2) Peer evaluations from classroom observations. One per semester the first year and once every subsequent year; satisfactory classroom observations measure teaching performance in terms of classroom management, pedagogy, demeanor, and student engagement.
- 3) Assessment of the faculty member's relevant course material such as course syllabi, teaching philosophy, examinations, writing assignments, grading criteria, and graded assignments.
- 4) Evaluation of the faculty member as advisor and mentor for majors and minors, including graduation advisement. This would include supervision and advisement of student projects, faculty research which involves students, independent studies, senior or graduate theses, mentorship of McNair and Sally Casanova Pre-Doctoral Scholars, and the faculty member's overall advancement of knowledge, skills and talents.
- 5) Consideration of a variety of other indicators such as peer review and independent observations, the advancement of new courses that reflect ongoing and recent developments in the field, the ability of a faculty member to improve and maintain the quality of their teaching performance, the participation of the faculty member in teaching and learning enhancement activities, and the establishment of good command of their area of expertise.

A faculty member who satisfactorily meets these departmental expectations, merits reappointment, tenure, and/or promotion. The department gives priority to the first two measures of evaluation in accessing the success of the faculty member's effectiveness as an instructor. However, the department may decide **not to** retain, promote, or tenure a faculty member who upon repeated requests fails to improve the overall quality of their teaching performance.

SCHOLARSHIP AND CREATIVE ACTIVITY

Scholarly work and creative activity are integral aspects of the RTP process. Scholarship inspires new forms of knowledge, helps create a community of intellectuals, and stimulates the healthy exchange of ideas. Creative activity provides the opportunity for the organization and performance of particular talents and skills that may differ from standard forms of literary writings. The variety of activities provides the university public recognition and a means to document the multiple accomplishments of faculty members.

The department will consider the following weighted activities and categories when evaluating a faculty member for reappointment, tenure, and/or promotion:

Category A: Publications

- Single-authored scholarly book by a reputable and recognized publisher in Chicana and Chicano Studies or related field (20 pts.)
- Co-authored scholarly book or substantial consumer book by a reputable and recognized publisher (10 pts.)
- Edited anthology (10 pts.)
- Single-authored peer-reviewed journal article (5 pts.)
- Book chapter (4 pts.)
- Co-authored peer-reviewed journal article (3 pts.)

Category B: Maintaining Active Participation in the Field of Expertise

- Contribution as a member of editorial board or acting as a referee (3 pts.)
- Presence and participation in scholarly conferences (3 points)
- Presenting papers or giving workshops at professional conferences (3 pts.)
- Serving as a invited panel member or moderator at professional conferences (3 pts.)
- Acting in the capacity of a public intellectual and presenting public talks, oral interviews, radio commentaries, or other forms of public discussion or debate in their field of expertise (3 pts.)
- Conducting oral interviews for purposes of research or establishing historical archives (3 pts.)
- Organizing scholarly conferences, colloquia, workshops, seminars, or debates (3 pts.)
- Holding office, participating as a committee member, or maintaining membership in professional organizations (3 pts.)
- Participating in disciplinary and interdisciplinary training (3 pts.)
- Other forms of contributing to the field such as acting as a mentor, or public speaking at various campuses or community events (3 pts.)

Category C: Creative Activities

This may include creative work other than written publications such as:

- Musical performances at university or paid venues (3 pts.)
- Directing an ensemble at university or paid venues (3 pts.)
- Curating art exhibits (5 pts.)
- Collaboration with the various centers on campus to organize public discussions, celebrate special events, sponsor speakers or invited guests (3 pts.)
- Participation or development of films, videos, digital and/or electronic media arts (3 pts.)
- Organizing cultural performances or program activities—such as Hispanic Heritage Month, *Cinco de Mayo*, *Día de los Muertos*, César E. Chávez, *Día de la Mujer*, the annual Dolores Huerta graduation celebration, and others (3 pts.)
- Other ways of contributing to the intellectual community and encouraging student participation in academic and campus events (3 pts.)

Acknowledging the expanding number of Latina/o students at the university and the importance of establishing a prominent public presence we give high priority to assisting in building the department providing service to the university, and outreach to the community. It is expected that faculty serve on at least one departmental, college, or university committee every year.

Department

This type of participation assumes multiple forms and levels of activity including:

- Participation in regular department meetings
- Serving on department committees
- Development of courses and curricula
- Assisting in the restructuring of the curriculum and the major/minor
- Advising students in their general academic progress, special projects, or Master's theses
- Coordinating community service projects
- Creating inter-department collaboration on courses, performances, events, or other activities
- Assisting in the development and maintenance of department newsletter, website, and/or public documents
- Assisting in the collection and analysis of data for department reports
- Providing input in the overall direction of the department and important department decisions
- Assuming the leadership role of chair or coordinator of the department
- Pursuing grants or funds to support the maintenance and expansion of the department
- Representing the department in orientations, outreach, and retention activities
- Acting as a moderator or offering special commentary for films or public discussions
- Assisting in the organization or collaboration of graduation ceremonies
- Serving as an advisor for student clubs and organizations

College/University

- serving on CAH and University-wide committees
- serving on college/university committees or advisory boards
- assisting in the production of any special reports or department evaluations
- planning public events like conferences, music performances, mixers, and open houses

Community

- making educational presentations
- participating in or organizing cultural performances
- coordinating special events
- collaborating with parent or student advisory committees
- working with community organizations or coalitions
- advising scholarship committees and/or other types of academic endeavors
- representing the University in orientations and outreach activities

The above list of activities, measures of support, and forms of collaboration in no way reflects a complete list of all possible scenarios. The department will seriously consider other relevant activity for which the faculty member under review provides evidence of participation.

A faculty member who complies with standard expectations for service within the department and can demonstrate consistent participation at the university, or at large in the community merits reappointment, tenure, and/or promotion in a timely fashion.

Similarly, the department may decide not to reappoint, tenure, or promote a faculty member who does not demonstrate sufficient evidence of service or interest in advancing the work of the department, and university, or resists engaging with the community.

STANDARDS FOR REAPPOINTMENT

INTRODUCTION

In order for the faculty member to be recommended for reappointment to the next academic year, he/she must meet the “satisfactory” standard **in all three areas** of evaluation.

TEACHING

“Satisfactory” is equivalent to meeting all of the following categories, especially the first two measures:

- 1) Positive review and analysis of both statistical summaries and the written comments from students presented in the Perceived Teaching Effectiveness (PTE) forms for the courses chosen by the faculty member for inclusion in their Personal Action File. Eighty percent of PTE responses need to be in the “satisfactory” or “agree” categories, and these PTE forms will be considered valid when there is a minimum response rate of seventy-five percent.
- 2) Positive peer review evaluations from classroom observations. One per semester the first year and once every subsequent year; satisfactory classroom observations measure teaching performance in terms of classroom management, pedagogy, demeanor, and student engagement.
- 3) Positive assessment by the department RTP committee of the relevant course material produced by the faculty as part of their course materials such as course syllabi, teaching philosophy, examinations, writing assignments, grading criteria, and graded assignments.
- 4) Positive evaluation by the department RTP committee of the faculty member as advisor and mentor for majors and minors, including graduation advisement. This would include supervision and advisement of student projects, faculty research which involves students, independent studies, senior or graduate theses, mentorship of McNair and Sally Casanova Pre-Doctoral Scholars, and the faculty member’s overall advancement of knowledge, skills and talents.

- 5) Consideration of a variety of other indicators such as peer review and independent observations, the advancement of new courses that reflect ongoing and recent developments in the field, the ability of a faculty member to improve and maintain the quality of their teaching performance, the participation of the faculty member in teaching and learning enhancement activities, and the establishment of good command of their area of expertise.
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SCHOLARSHIP AND CREATIVE ACTIVITY

Publication activity is expected after the faculty member's first full academic year. A minimum of **one** peer-reviewed journal article, or its equivalent, is expected every other year.

Satisfactory progress toward achieving 20 cumulative points is required for reappointment. After the first two years, at least 5 points from the various areas are required. After the four years, at least 10 points from the various areas is required. Evidence of scholarly activity from Category A or B is required every year. Evidence of scholarly activity from Category C is encouraged but not required.

SERVICE

Significant service on department, college, or university committees is required. It is expected that reappointed faculty serve on at least one departmental, college, or university committee once a year, and participate actively in other campus or community projects.

The above list of activities, measures of support, and forms of collaboration in no way reflects a complete list of all possible scenarios. The department will seriously consider other relevant activity for which the faculty member under review provides evidence of participation.

A faculty member who complies with standard expectations for service within the department and can demonstrate consistent participation at the university, or at large in the community merits reappointment in a timely fashion.

STANDARDS FOR TENURE AND PROMOTION TO ASSOCIATE PROFESSOR

INTRODUCTION

In order for the faculty member to be recommended for tenure and promotion to associate professor, he/she must maintain a consistent record of "satisfactory" progress **in all three areas** of evaluation.

TEACHING

"Satisfactory" is equivalent to meeting all of the following categories, especially the first two measures:

- 1) Positive review and analysis of both statistical summaries and the written comments from students presented in the Perceived Teaching Effectiveness (PTE) forms for the courses chosen by the faculty member for inclusion in their Personal Action File. Eighty percent of PTE responses need to be in the “satisfactory” or “agree” categories, and these PTE forms will be considered valid when there is a minimum response rate of seventy-five percent.
- 2) Positive peer review evaluations from classroom observations. One per semester the first year and once every subsequent year; satisfactory classroom observations measure teaching performance in terms of classroom management, pedagogy, demeanor, and student engagement.
- 3) Positive assessment of the relevant course material produced by the faculty as part of their course materials such as course syllabi, teaching philosophy, examinations, writing assignments, grading criteria, and graded assignments.
- 4) Positive evaluation of the faculty member as advisor and mentor for majors and minors, including graduation advisement. This would include supervision and advisement of student projects, faculty research which includes students, independent studies, senior or graduate theses, mentorship of McNair and Sally Casanova Pre-Doctoral Scholars, and the faculty member’s overall advancement of knowledge, skills and talents.
- 5) Consideration of a variety of other indicators such as peer review and independent observations, the advancement of new courses that reflect ongoing and recent developments in the field, the ability of a faculty member to improve and maintain the quality of their teaching performance, the participation of the faculty member in teaching and learning enhancement activities, and the establishment of good command of their area of expertise.

SCHOLARSHIP AND CREATIVE ACTIVITY

A minimum of **three** peer-reviewed journal articles, or the equivalents, is required. Moreover, 20 points from the various categories of scholarly activity must be acquired to earn tenure. At least 10 points must be from categories A and B.

SERVICE

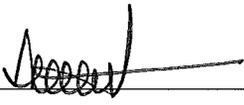
Significant service on department, college, and university committees are required. It is expected that reappointed faculty serve on at least **ten** documented service activities for tenure, and these should include two or more college or university committees and active participation in campus or community projects.

The above list of activities, measures of support, and forms of collaboration in no way reflects a complete list of all possible scenarios. The department will seriously consider other relevant activity for which the faculty member under review provides evidence of participation.

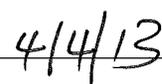
A faculty member who complies with standard expectations for service within the department and can demonstrate consistent participation at the university, or at large in the community merits tenure and promotion to associate professor in a timely fashion.

Department Chair

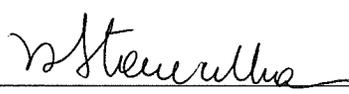
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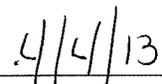
Dean



Date



Provost and Vice President of Academic Affairs



Date