

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

December 13, 2019

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 in three basic categories: teaching, scholarship, and service. Reappointment, tenure, and promotion of a faculty member requires satisfactory performance in all three areas of evaluation.

The Chicana and Chicano Studies Department takes both teaching and contributions in the area of service to the campus and community into special consideration when evaluating faculty members. In doing so, the department honors the community and student activism and leadership that directly influenced the establishment of Chicana and Chicano Studies Departments at CSUDH and other campuses.

TEACHING

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

The teaching philosophy of the Chicana and Chicano Studies Department is interdisciplinary, transformative, student-centered, and community based. The Chicana and Chicano Studies Department is also committed to supporting community partnerships and civic engagement in teaching.

Faculty members are expected to demonstrate effectiveness in teaching. The following measures will be utilized to evaluate the quality of teaching, which occurs in traditional face-to-face, hybrid, and fully on-line courses.

1. Peer evaluations of teaching based on classroom observations conducted by a tenured faculty member once every academic year. Classroom observations measure teaching performance in terms of pedagogy, student engagement, classroom management, effective communication, and knowledge of subject.
2. Assessment of the faculty member's relevant course materials such as course syllabi, teaching philosophy, examinations, assignments, grading criteria, and graded assignments.
3. Review and analysis of both the statistical summaries and written comments in the Perceived Teaching Effectiveness (PTE) surveys for the courses included by the faculty member in their Personnel Action File. Responses to the Perceived Teaching Effectiveness surveys range from "Strongly Agree" (high) to "Strongly Disagree" (low). When 80% of the responses to these items are "Strongly Agree" and "Agree" and 50% of all of the responses are "Strongly Agree", student assessment of teaching shall merit an "outstanding" rating. When 70% of the responses to these items are "Strongly Agree" and "Agree" and 80% of all the responses are Neutral and above, student assessment of teaching shall merit a "satisfactory" rating. When the responses to these items do not meet the criteria for "satisfactory," student assessment of teaching shall merit an

"unsatisfactory" rating. Ratings in all courses for the period under review shall be considered as an aggregate. Response rates for PTE surveys will be taken into consideration during evaluation.

4. Evaluation of the faculty member as an 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 theses, graduate theses, serving on graduate committees (at CSUDH or other institutions), and mentorship of students in research, scholarship, and creative activities programs (e.g. McNair Scholars Program, Sally Casanova Pre-Doctoral Scholars, Mellon Mays Undergraduate Fellows).

5. Consideration of a variety of other indicators such as 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 special consideration to the first two measures of evaluation in assessing 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

Faculty in the Chicano and Chicana Studies Department are expected to actively participate in and produce scholarship and/or creative activity. The department values both scholarship and creative activities, but recognizes that faculty will typically focus their attention on either scholarship or creative activity. For probationary faculty, the type of scholarly or creative activities the faculty member will pursue shall be set out in the work plan in the appropriate years and updated as necessary.

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

SCHOLARSHIP

Category A: Publications

- Single-authored scholarly book by a reputable and recognized publisher in Chicana and Chicano Studies or a related field (20 points)
- Editor of an anthology by a reputable and recognized publisher in Chicana and Chicano studies or a related field (15 points)
- Co-authored scholarly book by a reputable and recognized publisher in Chicana and Chicano Studies or a related field; contribution of 50% or more (10 points)
- Single-authored substantial consumer book by a reputable and recognized publisher (10 pts.)
- Co-editor of an anthology by a reputable and recognized publisher in Chicana and Chicano studies or a related field; contribution of 50% or more (10 points)
- Single-authored peer-reviewed journal article (5 points)
- Single-authored book chapter by a reputable and recognized publisher in Chicana and Chicano Studies or a related field (4 points)
- Co-authored peer-reviewed journal article; contribution of 50% or more (3 points)

Category B: Maintaining Active Participation in the Field of Expertise

- Co-author of a peer-reviewed journal article; contribution of less than 50% (3 points)

- Receiving internal and/or external funding (Ford Postdoc, Spencer, Woodrow Wilson, Smithsonian, etc.) (3 points)
- Co-author of a book chapter by a reputable and recognized publisher in Chicana and Chicano Studies; contribution of less than 50% authorship in (2 points)
- Contribution as a member of an academic editorial board (2 points)
- Serving as a reviewer of scholarship or creative activities for recognized publications (2 points)
- Acting as a referee for scholarly publications such as peer-reviewed journals or academic presses (2 points)
- Presenting papers or giving workshops at professional conferences (2 points)
- Serving as an invited panel member at professional conferences (2 points)
- Acting in the capacity of a public intellectual and presenting public talks, oral interviews, radio commentaries, blogs, or other forms of public discussion or debate in their field of expertise (2 points)
- Conducting oral interviews for purposes of research or establishing historical archives (2 points)
- Organizing scholarly conferences, colloquia, workshops, seminars, or debates (2 points)
- Holding office, participating as a committee member in professional organizations (2 points)
- Other forms of contributing to the field such as acting as a mentor, or public speaking at various campuses, or community events (2 points)
- Participating in disciplinary and/or interdisciplinary training (1 point)
- Serving as a moderator at professional conferences (1 point)
- Receiving an award for scholarship by a professional or scholarly organization (1 point)

CREATIVE ACTIVITIES

The significance of the work will be determined by taking the following into consideration:

1. The prestige and visibility of the publication, recording, presentation, or performance
2. The forum (local, regional, national, international) of the publication, recording, presentation, or performance
3. Evidence of ongoing peer recognition as a performer or scholar (such as repeated invitations to perform or present; evidence of publication or distribution of compositions/arrangements; significant prizes and awards; peer reviews of performances or scholarship).

Category A: Performances, Production, and Recording

- Featured songwriter or arranger of a full-length, professionally produced recording released by a distinguished record label (i.e., Smithsonian Folkways) (20 points)
- Co-songwriter, or co-arranger of a full-length, professionally produced recording released by a distinguished record label (i.e., Smithsonian Folkways) (10 points)
- Featured songwriter or arranger of a full-length, Extended Play (EP), professional, or independently produced recording, including recordings released on digital platforms (10 points)
- Featured performer (core band member or solo artist) on a full-length, Extended Play (EP), professional, or independently produced recording, including recordings released on digital platforms (5 points)
- Featured artist or theater performance (monologue, one person play, live art, solo exhibit etc.) at a recognized venue (5 points)
- Curating and/or producing off-campus art and museum exhibits, music ensembles, theater performance groups, or art collectives (5 points)
- Featured performer in a professionally produced video recording, film, documentary, (5 points) or recognized/verified social media or web series (3 points)

- Performance at a music festival or concert series (3 for smaller events, 5 points for larger events)
- Performances at university events, venues or community events (3 points)
- Directing an ensemble at university events, venues or community (3 points)
- Performance by non-CSUDH personnel of a composition or arrangement, song, theater work (3 points)
- Songwriter, or arranger of a single work included in a professionally produced recording released by a recognized record label (3 points)
- Co-songwriter, or co-arranger of a single work included in a professionally produced recording released by a recognized record label (3 points)
- Invited co-performer on a full-length, professionally, or independently produced recording released by a recognized record label (3 points)
- Participation as writer, producer, credit, consultant, dramaturge, development of media, documentaries, short and feature films, theater works, screenplays, informative/creative videos, digital and/or electronic media arts such as podcasts and blogs (3 points)
- Invited co-performer on a full-length, professionally, or independently produced recording released on digital platforms (2 points)
- Licensing of music/art/etc. for television, film, commercial, radio, online network etc. (2 points)

Category B: Maintaining Active Participation in the Field of Expertise

- Receiving an award for creative activity by a professional or scholarly organization (3 points)
- Receiving internal and/or external funding (NEA, NALAC) (3 points)
- Serving as a reviewer of creative activities for recognized publications (2 points)
- Acting as a referee for arts-based publications (2 points)
- Presenting papers or giving workshops at professional conferences (2 points)
- Serving as an invited panel member or moderator at professional conferences (2 points)
- Acting in the capacity of a public artist and presenting public talks, interviews, radio commentaries, blogs, or other forms of public discussion or debate in their field of expertise (2 points)
- Organizing artistic conferences, colloquia, workshops, seminars, or debates (2 points)
- Holding office, participating as a committee member in professional organizations (2 points)
- Other forms of contributing to the field such as acting as a mentor, or public speaking at various campuses, or community events (2 points)
- Serving as a moderator at professional conferences (1 point)
- Participating in disciplinary and/or interdisciplinary training (1 point)
- Receiving an award for scholarship by a professional or scholarly organization (1 point)

SERVICE

Acknowledging the number of Latina/o/x students at the university and the importance of establishing a prominent public presence for the department, we give high priority to assisting in building the department, providing service to the university, and outreach to related communities. In the first two probationary years, faculty members will be expected to engage in department-level service only. All service activities (department, college, university, and community) will be determined by the faculty member in consultation with the department chair. After the first two probationary years, it is expected that faculty serve on at least one department, college, or university committee every year.

Department

- Regular participation in department meetings and events
- 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, and/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 a department newsletter, website, social media presence, and/or public document (e.g., serving as editor, co-editor, author, co-author, etc.)
- Co-authoring or contributing to department reports or evaluations (e.g., assessment, department self-study)
- Assuming the leadership role of chair or coordinator of the department
- Receiving grants or funds to support the maintenance and expansion of the department
- Representing the department in orientations, outreach, and/or retention activities; and/or college and university events
- Acting as a moderator or offering special commentary for films or public discussions held on campus
- Serving as a committee member for graduation ceremonies
- Serving as an advisor for student clubs and organizations
- Planning department-sponsored events
- Collaborating with the various centers on campus to organize public discussion, celebrate special events, and/or sponsor speakers or invited guests
- Organizing gender and LGBTQIA2+ inclusive cultural performances or program activities such as Día de los Muertos, films and speaker series, Primavera Distinguished Lecture, and others

College

- Serving on College of Arts & Humanities committees and/or advisory boards
- Chairing a College of Arts & Humanities committee
- Representing the college at university and community events
- Undertaking special projects as assigned by the dean

University

- Serving on university-wide committees
- Serving on the Academic Senate
- Serving on university advisory boards
- Planning public events such as conferences, music performances, mixers, and open houses
- Representing the university in orientations and outreach activities

Community

- Making educational presentations, serving a keynote speaker for a community event, or presenting scholarship and creative activities to communities
- Participating in or organizing community cultural performances
- Coordinating community special events
- Collaborating with parent or student advisory committees
- Collaborating with community organizations or coalitions
- Advising community scholarship committees and/or other types of academic endeavors

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, and/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

It is a normal expectation of faculty applying for reappointment that they demonstrate a pattern of teaching, scholarship, and service over the course of their career that is ongoing, progressive, and likely to produce continued results. In order for the faculty member to be recommended for reappointment for the next academic year, they must meet the "satisfactory" standard in all three areas of evaluation.

TEACHING

"Satisfactory" is equivalent to meeting all of the following categories:

1. Positive peer review evaluations from classroom observations. One per academic year. Satisfactory classroom observations measure teaching performance in terms of pedagogy, student engagement, classroom management, effective communication, and knowledge of subject.
2. Positive assessment by the department RTP committee of the relevant course material produced by the faculty as part of their course materials including, but not limited to, course syllabi, teaching philosophy, examinations, assignments, grading criteria, and graded assignments.
3. Satisfactory or Outstanding evaluation of both the statistical summaries and the written comments in the Perceived Teaching Effectiveness (PTE) surveys for the courses included by the faculty member in their Personal Action File.
4. Positive evaluation by the department RTP committee of the faculty member as an 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 theses, graduate theses, graduate committees (at CSUDH or other institutions), mentorship of students in research, scholarship, and creative activities programs (e.g., Mellon Mays Undergraduate Fellowship Program).
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

Satisfactory progress toward achieving a minimum of 15 points from Category A in Scholarship and/or Creative Activity, and a total of 20 points from Categories A and B under Scholarship and Creative Activities (points may come from either Scholarship or Creative Activities or both). Scholarship and/or creative activity is expected after the faculty member's first full academic year and evidence of activity from Categories A and B is required every year. After the first two years, at least 5 points in total from the two areas are required in either Scholarship or Creative Activity. After four years, at least 10 points in total from the two areas is required in either Scholarship or Creative Activity.

SERVICE

Significant service on department, college, or university committees is required. It is expected that reappointed faculty serve on at least one department committee every year in their first two probationary years; and thereafter serve on department, college, and/or university committees once per 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 meets the standard expectations for service in the department and can demonstrate consistent participation at the university, or at large in the community merits reappointment.

STANDARDS FOR TENURE AND PROMOTION TO ASSOCIATE PROFESSOR

INTRODUCTION

It is a normal expectation of faculty applying for promotion to Associated Professor that they demonstrate a pattern of teaching, scholarship, and service over the course of their career that is ongoing, progressive, and likely to produce continued results. In order for the faculty member to be recommended for tenure and promotion to associate professor, they 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:

1. Positive peer review evaluations from classroom observations. One per academic year. Satisfactory classroom observations measure teaching performance in terms of pedagogy, student engagement, classroom management, pedagogy, effective communication, and knowledge of subject.
2. 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.
3. Satisfactory or Outstanding evaluation 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.
4. Positive evaluation of the faculty member as an 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 students in research, scholarship, and creative activities programs (e.g., Mellon Mays Undergraduate Fellowship), 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

Overall, tenure and promotion requires evidence of ongoing and progressive scholarship and/or creative activity, and a minimum 20 points from Categories A and B under Scholarship and Creative Activities (points may come from either Scholarship or Creative Activities or both); 15 of the required minimum points must be from Category A in Scholarship and/or Creative Activities.

SERVICE

For tenure and promotion, significant service on department, college, and university committees is required. It is expected that faculty serve on at least 10 documented service activities for tenure and promotion. These should include two or more college or university committees, and active participation in campus or community projects.

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.

STANDARDS FOR PROMOTION TO PROFESSOR

It is a normal expectation of faculty applying for promotion to Professor that they demonstrate a pattern of teaching, scholarship, and service over the course of their career that is ongoing, progressive, and likely to produce continued results. In order to be granted promotion to professor, the candidate must demonstrate that they meet these criteria. To be minimally qualified for promotion to Professor, the faculty member must demonstrate satisfactory performance in all areas (teaching, scholarly and creative activities, and service), and that the faculty member demonstrates excellent performance in one of two areas, either teaching or scholarly and creative activities.

A minimum of five years at the rank of Associate professor is required before being promoted to Professor. A faculty member must have a consistent record of satisfactory progress in all three areas described below to be recommended for tenure and promotion to Associate Professor.

TEACHING

"Satisfactory" is equivalent to meeting all of the following categories:

1. Satisfactory peer review evaluation from a classroom observation. One classroom observation will be performed within two years of applying for promotion. Satisfactory classroom observations measure teaching performance in terms of pedagogy, student engagement, classroom management, pedagogy, effective communication, and knowledge of subject.
2. 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.
3. Satisfactory or Outstanding evaluation 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.

4. Positive evaluation of the faculty member as an 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 students in research, scholarship, and creative activities programs (e.g., Mellon Mays Undergraduate Fellowship), 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

For promotion to Professor, a minimum of 20 cumulative points is required. Evidence of scholarly activity from Categories A and B in Scholarship and/or Creative Activities is required.

SERVICE

For promotion to Professor, it is expected that faculty serve on at least ten documented service activities, and these should include two or more college or university committees, and active participation in campus or community projects.

STANDARDS FOR EARLY TENURE AND PROMOTION

Early tenure and promotion require that probationary faculty meet and exceed standards for tenure and promotion as outlined in the faculty guidelines for evaluation of retention, tenure and promotion. A faculty member must be unusually meritorious in teaching and one other area, either research or service, and meet the standard for tenure and promotion in the third area.

TEACHING

Unusually meritorious teaching is defined as follows.

1. Outstanding peer review evaluations from classroom observations for every year under review. Classroom observations measure teaching performance in terms of pedagogy, student engagement, classroom management, pedagogy, effective communication, and knowledge of subject.
2. Outstanding 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.
3. Outstanding Perceived Teaching Effectiveness Surveys in both the statistical summaries and the written comments from students for the courses chosen by the faculty member for inclusion in their Personal Action File.
4. Outstanding evaluation of the faculty member as an 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 students in research, scholarship, and creative activities programs, (e.g. McNair, and Sally Casanova Pre-Doctoral Scholars, Mellon Mays Undergraduate Fellowship).
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


Unusually meritorious scholarship is defined as follows.

A minimum of 30 points in Categories A and B, in Scholarship and/or Creative Activities, with at least 20 points accrued as a single-author and/or single performer.

SERVICE

Unusually meritorious service is defined as follows.

Service in every year under review and at least 15 service activities in the period under review, or a record of substantial leadership in one area with additional participation in other areas.



Department Chair

2-26-2020

Date



Dean

3.1.20

Date



Provost and Vice President of Academic Affairs

4/16/20

Date