

**PROGRAM PERSONNEL STANDARDS**

**APPROVAL FORM**

**Discipline: Chicana/o Studies**

  
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RTP Committee Chair      7/24/14  
Date

  
\_\_\_\_\_  
Provost      9/26/14  
Date

# California State University Channel Islands

## Program Personnel Standards

### Chicana/o Studies

(Revised, April 2014)

#### **Introduction:**

The educational quality of the Chicana/o Studies Program depends on the quality of its faculty, whose members support the program, university, profession, and community through their teaching, research and creative work, and university and community service. The Chicana/o Studies Program supports the work of its faculty with regard to the central aspects of the University mission: integrative and interdisciplinary studies, community engagement, and international and multicultural perspectives. The program recognizes that the field of Chicana/o Studies is an interdisciplinary field of study with emphasis on transborder communities; therefore, our program standards particularly recognize interdisciplinary scholarship and creative activities, the importance of student-centered teaching, and our commitment to community service and engagement.

This document specifies the general principles, guidelines, and criteria for three purposes: (1) to establish the personnel performance standards to maintain a high quality faculty and program, (2) to guide individual faculty members to pursue a successful professional career, and (3) to assist the Program Personnel Committee (PPC), the program chair, the division and/or university Retention, Tenure, and Promotion (RTP) Committee(s), and other appropriate offices in reviewing the professional growth and development of the Chicana/o Studies faculty.

The term “faculty” used in this document means tenure-track or tenured full-time instructional members of the Chicana/o Studies Program. The term “Affiliated Faculty” is defined as a tenured and probationary tenure-track faculty with appointments in other programs but who teach in the Chicana/o Studies Program and/or conduct Chicana/o Studies-related research. The “portfolio” is the functional equivalent of the Working Personnel Action File (WPAF). For the “period of review” for tenure and promotion, see the current Senate RTP policy.

#### **The Program Personnel Committee:**

The Chicana/o Studies Program Personnel Committee (CSPPC) shall be composed of three tenured faculty members holding the rank of Associate Professor or Professor who will be elected as soon as possible in each fall semester.

If the Chicana/o Studies has fewer than 3 tenured members, in consultation with the faculty member under review a list of tenured affiliated faculty in Chicana/o Studies shall be generated, who will then vote by simple majority for as many members as necessary to constitute the three-member CSPPC. In cases of promotion, committee members’ rank must be higher than the one under review.

The CSPPC shall have the responsibilities to review all portfolios on schedule and to provide written comments on each of the three areas of professional activity and to make a recommendation on retention, tenure and/or promotion. In addition, they may write a general summary of the overall performance of a faculty member.

### **The Chair of the Chicana/o Program**

The chair of Chicana/o Studies may serve as a member of the CSPPC. After the program has three tenure-track/tenured members, the chair of the Chicana/o Studies Program shall serve as a separate level of review, but shall not serve on the CSPPC.

The chair shall have the responsibilities to review all portfolios on schedule and to provide written comments on each of the three areas of professional activity and to make a recommendation on retention, tenure and/or promotion. In addition, the chair may write a general summary of the overall performance of a faculty member.

### **Personnel Standards:**

#### ***Teaching/Primary Responsibilities***

Teaching is central to the mission of this student-centered university and is the primary responsibility of every faculty member. Teaching is considered the highest priority within the RTP criteria.

Teaching involves both classroom instruction and many other activities facilitating that instruction, such as curriculum development, interactive and transformative learning, community service learning where students combine classroom and learning with practical experience, programmatic development, assessment, scholarship of teaching and learning, IT application in the classroom, and innovations of pedagogies.

The faculty performance in the classroom is the most important aspect of the faculty teaching activity, and is primarily evaluated through (1) campus-wide student evaluations, (2) written reports of classroom visitations by peers, (3) the quality and variety of contributions to teaching.

#### **(1) Campus-wide student evaluations**

The current university policy requires each tenure-track faculty member to have all courses evaluated. In the teaching narrative, the faculty member shall reflect on their student evaluations, including how they have used them to improve their teaching. A serious reflection and effort toward improvement, and where appropriate indications of noticeable advancement, would need to be evident to be rated "Exceeds Standards of Achievement."

#### **(2) Written reports of classroom visitations by peers**

Peer reviews can provide critical insight about the instructor's performance in the classroom. The report should measure teaching performance in terms of classroom management,

pedagogy, demeanor, and student engagement. At least one report per academic year that affirms excellence in teaching is needed to be rated as “Exceeds Standards of Achievement.”

### (3) Evidence of quality and variety of contributions to teaching

A faculty member’s willingness and ability to design, develop, and offer a variety of different courses is strength in teaching, which is encouraged and appreciated. A faculty member needs to teach FOUR different Chicana/o studies courses on this campus to be rated as “Exceeds Standards of Achievement.” Active participation in program development, assessment, review, and innovation is also valued in teaching.

For teaching, the following evidence may be included:

- Teaching philosophy
- Course syllabi, grading criteria, rubric
- Course material and handouts
- Samples of students work
- Sample assignments and exams

A faculty member’s teaching will be assessed by evidence of the breadth, the variety, the creativity, and the interdisciplinary of one’s course offerings, as well as a pattern of consistencies, which can be documented in these activities:

- New courses developed and taught at CI
- Programmatic development at the program level
- Programmatic development at the university level or across the disciplines
- Program and curriculum assessment and reviews
- Campus-wide learning activities
- IT applications in teaching in the classroom, off campus, or on the internet
- New and innovative pedagogies
- Student learning outcome assessment
- Student-centered learning

### ***Scholarship and Creative Activities***

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 academic writings. The variety of activities provides the university public recognition and a means to document the multiple accomplishments of faculty members.

The Chicana/o Studies Program will consider the following weighted activities and categories when evaluating a faculty member for tenure, and/or promotion. Using a point system in this interdisciplinary field seeks to accommodate many paths while providing clarity to the process. The person under review should use the narrative on scholarly and creative activities to help guide each level of review in the evaluation process.

### **Category A: Books**

- Single-authored scholarly book by a reputable and recognized academic press of an international/national reputation in Chicana and Chicano Studies or related field (20 pts.)
- Single-authored scholarly book by a reputable and recognized academic press of a regional/local reputation in Chicana and Chicano Studies or related field (18 pts.)
- Single-authored textbook published by an academic press (16 points)
- Single-authored book published by a commercial press of reputation (14 points)
- Co-authored scholarly book or substantial consumer book by a reputable and recognized publisher (10 pts.)
- Edited anthology (10 pts.)

### **Category B: Scholarly Articles**

- Single-authored peer-reviewed journal article (6 pts.)
- Single-authored Book chapter (4 pts.)
- Co-authored book chapter (3 pts.)
- Co-authored peer-reviewed journal article (3 pts.)

### **Category C: Conferences and Other Scholarly Activity**

- Presenting papers or giving workshops at professional, national, and international conferences (3 pts.)
- Serving as an 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, writing editorials or other forms of public discussion or debate in their field of expertise including research reports, policy briefs, white papers, and other disseminated applied research. (3 pts. max.)
- Conducting oral interviews for purposes of research or establishing digital archives (3 pts. max)

### **Category D: Creative Activities**

This may include creative work, including written publications, such as:

- Single-authored peer-reviewed non-scholarly book (fiction, visual, poetry or drama) (20 pts.)
- Single-authored peer-reviewed creative short story (6 pts.)
- Single-authored peer-reviewed short play ( 6 pts.)
- Musical performances at university or paid venues (3 pts.)
- Directing an ensemble at university or paid venues (3 pts.)
- Curating art exhibits (5 pts.)
- Performing art (such as choreography, composition, mise en scene, playwriting, performance text and other professionally recognized form of performing arts) ( 3pts.)

- Development of films, videos, digital and/or electronic media arts (3 pts.)

The Chicana/o Studies Program requires at least twenty (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/or B.

***Service: Professional, University and Community***

Campus, professional, and community service is important towards maintaining and improving the quality of a learning environment at CSU Channel Islands.

Acknowledging the needs of a growing Chicana/o Studies program and the increasing number of Latino/a students at a Hispanic Service Institution like CSU Channel Islands we give high priority to assisting and building the program, providing service to the university, and conducting outreach and service to the surrounding Latino/a community.

**Program Service**

- Participation in regular program meetings
- Serving on program committees
- Development of new courses and revising existing courses
- Assisting in the restructuring of the curriculum and the major/minor
- Advising students in their general academic progress and capstone projects
- Coordinating community service learning projects
- Creating inter-program collaboration on courses, performances, events, or other activities
- Assisting in the development and maintenance of newsletter, website, social media, and/or public documents
- Assisting in the collection and analysis of data for program reports
- Providing input in the overall direction of the program and important program decisions
- Assuming the leadership role of chair of the program
- Pursuing grants or funds to support the maintenance and expansion of the program
- Representing the program in student orientations, outreach program, and retention activities
- Assisting in honors and commencement ceremonies
- Serving as an advisor for campus student clubs and organizations
- Developing a video to publicize the program across campus and the community
- Making presentations to local high schools and community colleges about the major/minor
- Coordinate visitations of student groups to the program and university

**University Service**

- Serving on Academic Senate and University-wide committees
- Serving on hiring search committees (DSC)
- Serving on college/university committees, task force or advisory boards

- Serving on the advisory boards for the Centers
- Assisting in the production of any special reports, assessment and evaluations
- Planning public events like music performances, mixers, and open houses
- Organizing scholarly conferences, colloquia, workshops, seminars, or debates
- Conducting oral interviews for purposes of research or establishing digital archives

### **Community**

- Making educational presentations to local organizations and libraries
- Participating in or organizing cultural performances
- Coordinating special Latino/a events on campus and in the community
- 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
- Acting in the capacity of a public intellectual and presenting public talks, oral interviews, radio commentaries, writing editorials or other forms of public discussion or debate in their field of expertise
- Other forms of contributing to the field such as acting as a mentor, or public speaking at various campuses or community events
- Acting as a moderator or offering special commentary for films or public discussions

### **Professional**

- Service to professional associations
- Contribution as a member of editorial board or acting as a referee
- Serving on book prize committees for professional associations
- Planning professional national/international conferences
- Organizing scholarly conferences, colloquia, workshops, seminars, or debates
- Serving on an editorial board for academic journals and book series
- Serving as a peer reviewer for scholarly journals, book proposals, book manuscripts, conference submissions and teaching materials.
- Serving as an invited panel member or moderator at professional conferences
- Holding office, participating as a committee member, or maintaining membership in professional organizations

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

Significant service on program, college, and university committees are required. Participation in activities of at least THREE categories each year is required to be rated as “Meets Standard of Achievement.” Playing a leadership role in one capacity in any of the three categories or participation in activities of FOUR and more categories each year will be rated “Exceeds Standard of Achievement.”

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**Tenure and Promotion**

In accord with university policy, in order for the faculty member to be recommended for tenure and promotion to associate professor, he/she must “exceed” Standard of Achievement in at least 2 areas of evaluation, of which one must be in Teaching.

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