

1                                   **DEPARTMENT OF CHICANO AND LATINO STUDIES**  
2   **College of Liberal Arts**  
3   **California State University Long Beach**  
4   **Reappointment, Tenure, and Promotion Policy**  
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6 This policy states the Department of Chicano and Latino Studies' expectations of candidates  
7 seeking reappointment, tenure, and promotion. The department recognizes that faculty must be  
8 evaluated in accordance with requirements detailed in the University and College of Liberal Arts  
9 Reappointment, Tenure, and Promotion policies. Thus, we will be guided by those requirements  
10 and augment them with the following specific provisions and department expectations for faculty  
11 success.

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13 **DEPARTMENT GOALS AND EXPECTATIONS OF FACULTY**

14 The Department's mission is to help students become leaders of social change that create a more  
15 just society for all and improves conditions for a diverse Chicano/a and Latino/a population.

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17 The Department accomplishes this mission by pursuing the following seven goals:

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- 19 1. Investigate Chicano/a and Latino/a experiences within the context of American and Latin  
20 American history, society, and culture;
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- 22 2. Examine critically issues of ethnicity, race, gender, class, and sexuality in Chicano/a and  
23 Latino/a communities and the broader American society;
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- 25 3. Develop strong partnerships with community-based organizations and other institutions  
26 dedicated to social justice in the United States and Latin America.
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- 28 4. Prepare students to serve Chicano/a and Latino/a communities effectively;
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- 30 5. Enhance students' analytical reading, speaking, writing, and technological skills;
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- 32 6. Prepare students for success in the graduate studies and professional careers they pursue;
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- 34 7. Prepare students to work effectively in multicultural settings and contemporary national and  
35 global economies.
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38 To achieve those goals, the department expects its faculty to become teacher-scholars. An  
39 effective teacher-scholar is one who balances teaching, research, and service responsibilities, but  
40 also recognizes that quality instruction is her/his first priority. The Department continues to value  
41 "traditional" scholarly engagement in advancing theory and knowledge. Additionally, in  
42 congruence with the College and University RTP policies, as an "engaged department" the  
43 Department of Chicano & Latino Studies values and encourages the use of faculty members'  
44 academic knowledge and expertise in the interest of the public good—what is understood as the  
45 Scholarship of Engagement. The Department of Chicano & Latino Studies utilizes the National  
46 Review Board of Scholarship of Engagement's definition as:

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*The Scholarship of Engagement is a term that captures scholarship in the areas of teaching, research, and/or service. It engages faculty in academically relevant work that simultaneously meets campus mission and goals as well as community needs. Engagement is a scholarly agenda that incorporates communities issues and which can be within or integrative across teaching research and service. In this definition, community is broadly defined to include audiences external to the campus that are part of a collaborative process to contribute to the public good. (Scholarship of Engagement Online, National Review Board, [www.scholarshipofengagement.org](http://www.scholarshipofengagement.org))*

**RESPONSIBILITIES**

**DEPARTMENT CHAIR OR DESIGNEE**

1. The Department Chair or designee shall provide candidates for reappointment, tenure, and promotion with: (1) deadlines for submission of materials; (2) a copy of the Department Mission Statements; (3) copies of the University and College of Liberal Arts RTP documents; (4) a copy of the Department RTP Policy which states the criteria and standards to be used in the evaluation of candidates.
2. Mentoring: The College of Liberal Arts recognizes the importance of mentoring in the success of RTP candidates and requires candidates to participate in ongoing mentoring activities, which aim to help candidates maintain a clear trajectory of their professional accomplishments and goals. The University RTP Policy identifies the department chair as having the responsibility for communicating the department, college, and university policies to candidates and for providing mentoring to candidates. In the College of Liberal Arts, mentoring can be performed by the chair or a mutually agreed-upon tenured, full-time faculty designee. Evidence of mentoring shall be included in the candidate’s file and can include, but is not limited to, feedback provided on mini-review evaluations. However, while mentoring provides ongoing evaluative feedback for candidates, the RTP process constitutes the formal mechanism for evaluation of probationary and tenured faculty.

Candidates are expected to develop their RSCA agenda within the framework and subject-matter of the curricular and research needs of the Department. As faculty are hired to fulfill departmental curricular and scholarly goals in the interest of students, clear and structured mentoring of faculty is critical to their success.

The Department firmly believes in faculty professional growth in scholarly pursuits. After successful completion of tenure and promotion, candidates are encouraged to meet with the Department Chair to discuss their continuing teaching and research interests within a broader scope of their current curricular and/or research work in the Department. Faculty members are encouraged to consider exploring new, but related areas provided those areas meet the present and future needs of the Department curricular goals and interests of students.

93 **DEPARTMENT RTP COMMITTEE**

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- 95 1. The Department RTP committee shall consist of at least three tenured Department members  
96 who receive the votes of a majority of the tenured and probationary faculty members. The  
97 Department RTP committee for review of reappointment, tenure and/or promotion shall  
98 consist of tenured Department members, of equal or higher rank than the candidate, who  
99 receive the votes of a majority of the tenured and probationary members. In all cases of RTP  
100 review, candidates whose fields of investigation are outside of the expert knowledge of the  
101 Department's full-time tenured / probationary faculty may ask to add one or two CSULB  
102 faculty from outside the Department who are expert in the candidate's field of investigation.  
103 The addition of faculty from outside the Department will be in consultation with the  
104 Department Chair and RTP Committee Chair and affirmed by a secret ballot majority vote of  
105 tenured/probationary members.  
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- 107 2. The candidate has sole responsibility to successfully carry out the required elements for  
108 re-appointment, tenure and/or promotion and is responsible for the collection and  
109 presentation of evidence intended to satisfy all criteria and standards.  
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113 **CRITERIA AND EVALUATION**

114 **A. Instruction and Instructionally Related Activities**

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- 117 1. Because the faculty teaches many general education and elective courses, candidates are  
118 encouraged to describe how those courses introduce students to Chicano and Latino Studies and  
119 to differentiate those courses from advanced courses for the major.  
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- 121 2. Peer classroom visitation and observation is a required part of the evaluation process for  
122 candidates for reappointment, tenure, and promotion. This evaluation will be conducted as  
123 specified under the College RTP Policies and Procedures, 2.1.4--Peer Observation of Instruction.  
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- 125 3. A candidate for reappointment, tenure and promotion must demonstrate that "Instructionally  
126 Related Activities" are consistent with her/his goals as outlined within their periodic reviews.  
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128 The overall CHLS Department rubric for review on Instruction and Instructionally Related  
129 Activities is predicated on a strong value in effective teaching within the mission and goals of the  
130 Department and within the contexts, criteria, and guidelines as specified under the College RTP  
131 Policies and Procedures, 2.1—Instruction and Instructionally-Related Activities College and  
132 University. Instruction and instructionally related activities for CHLS RTP candidates include  
133 Teaching Effectiveness, Classroom Peer Observations and Professional Development. Successful  
134 candidates within CHLS Department RTP policy must be evaluated as having performed at a  
135 high quality level on 2 out of these 3 rubrics.  
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140 ***Instruction and Instructionally Related Activities:***

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142 **1. *Student Response to Instruction***

143 In alignment with evidence of teaching effectiveness as defined by CLA RTP policy  
 144 documents, student course evaluations shall be used to evaluate student response to  
 145 instruction. When instructors present a critical analysis of their teaching accomplishments in  
 146 their narrative, they should discuss the student ratings in course evaluation summaries,  
 147 including an examination of means as they compare to Department and CLA means, the  
 148 variability of scores, the percentage of students who rate the standard evaluation elements as  
 149 “agree” (4) or “strongly agree with” (5), and trends over time. They should reflect on factors  
 150 that are impacting their student evaluations. These factors may include but not necessarily be  
 151 limited to, the impact on student evaluations of the nature of the course and content,  
 152 pedagogy, rigor, class size, and undergraduate vs. graduate level courses and any specific,  
 153 deliberate actions they have taken or plan to take to address student concerns.

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155 **2. *Peer Teaching Evaluation***

156 Peer Teaching Evaluation will include course document review and classroom observations  
 157 as outlined in Sections 2a and Section 2b below. Peer Teaching Evaluations will be  
 158 conducted by two Department RTP Committee members observing two different class  
 159 sessions. These RTP Observers will meet with the candidate preceding and after classroom  
 160 observation to discuss criteria for evaluating classroom observations as listed below in  
 161 Section 2b. As the CHLS Department believes strongly in the importance of teaching to our  
 162 students’ success as reflected in our Department mission, these observers will provide a  
 163 rating (e.g. superior, high quality, needs improvement) for each of the items in the rubric.

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## a. Course Document(s) Review

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i. Alignment of Syllabus to SCO

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ii. Alignment of course goals and student learning outcomes

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iii. Appropriate assessments

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iv. Variety and appropriateness of teaching methodologies

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## b. Classroom Observations (at least 2 of same course section per academic year)

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i. Clarity of objectives for classroom session (per classroom observation and/or  
candidate / observer meeting(s))

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ii. Communication with Students

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iii. Effectiveness of teaching methodology (e.g. student interaction; checking for  
understanding)

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iv. Effective use of classroom time

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v. Appropriateness of classroom content

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**3. *Professional Development***

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a. Given the centrality of teaching to CHLS, RTP candidates are expected to continually  
 180 seek professional development as a means of improving their teaching effectiveness.  
 181 Such activities may include attending teaching and learning institutes or workshops;  
 182 revamping of syllabi and/or standard course outline for courses taught that  
 183 demonstrate the input of students and/or peer-observations; and development of new

184 courses with clearly articulated student learning outcomes and assessments within the  
185 context of CHLS curricular goals.  
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188 ***B. Research, Scholarly and Creative Activities***  
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190 **1.** A candidate for reappointment, tenure and promotion must demonstrate that “Research,  
191 Scholarly and Creative Activities” (as defined in the University RTP document) are consistent  
192 with her/his RSCA agenda.

193 **2.** The quality of a faculty member’s RSCA is the most important criterion for evaluating  
194 scholarly accomplishments. Quality refers to the degree to which a research, scholarly or creative  
195 activity contributes to the discipline, community base of knowledge, and/or social impact and  
196 use. Contributions in these areas will further enhance achievement of the department’s mission  
197 and goals. This is judged by evaluating a candidate’s commitment and achievements to research,  
198 scholarly and creative activities that advance the state of theoretical and/or applied knowledge in  
199 her/his field(s) and/or the social impact of their work (e.g. scholarship of engagement). As the  
200 discipline of Chicano & Latino Studies is an interdisciplinary field, “discipline” is defined as the  
201 candidates’ field of expertise and methodologies that are applied within Chicano & Latino  
202 Studies’ theoretical and/or applied contexts.

203 **3.** Peer review is the key to assessing the quality of RSCA activities, whether those activities are  
204 research projects, creative presentations or performances, consulting work, editorial  
205 responsibilities, or application of one’s academic expertise for the public good (i.e., scholarship  
206 of engagement).

207 **4.** Peer-review is defined as a process wherein candidates’ publications, products or creative  
208 activities are reviewed by academic scholars or expert practitioners in a candidates’ field. A  
209 candidate for reappointment, promotion and/or tenure must provide documentation of peer-  
210 reviewed nature of submitted publications, scholarly and creative activities per CLA RTP  
211 Policies & Procedures, 2.2.6.1.

212 **5.** A candidate for reappointment, tenure, and promotion must provide documentation of the  
213 significance and/or impact of her/his ongoing research project(s) and publications in peer-  
214 reviewed publications and recognized publishing outlets.

215 **6.** Criteria for evaluation of peer-reviewed publications or products within the framework of a  
216 “Scholarship of Engagement” shall consist of those criteria published by the Clearinghouse &  
217 National Review Board for The Scholarship of Engagement and listed as Appendix A to this  
218 policy.

219 **7.** Equivalencies to Scholarly Publications. Since the Chicano and Latinos Studies Department is  
220 a multi-disciplinary program the definition of publications must apply to the humanities, social  
221 sciences and the fine arts. For purposes of promotion, reappointment and tenure, a publication  
222 will include any form of contribution to the field which is made public in:

223 a) Print: Refereed conference proceedings, successful grant proposals, peer reviewed  
224 instructional materials;

225 b) Artistic performance or exhibitions in theaters, concert halls, museums, festivals of  
226 established prestige. Special recognition will be given to performances in venues of national and  
227 international prestige (e.g. L.A. Music Center, UCLA Royce Hall, Smithsonian Institute, Mexico  
228 City’s Palacio de Bellas Artes). Evaluation of the performance will be based on published

229 reviews in appropriate journals or newspapers, awards of recognition and outside reviews by  
230 peers in the field;

231 c) Media: This includes but it is not limited to professional musical recordings, video and  
232 documentaries. Evaluation of the performance will be based on published reviews in  
233 appropriate journals or newspapers, awards of recognition and outside reviews by peers in the  
234 field.

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236 While, peer-review, quality and impact are the central criteria for determining the successful  
237 review of candidates' Research, Scholarly and Creative Activities, the CHLS Department RTP  
238 Policy provides some numerical parameters as a means of guiding candidates' in their  
239 development of their RSCA agenda and goals that will further support faculty success in  
240 retention, tenure and /or promotion. As such, the provision of numerical "goals" should not be  
241 interpreted as a rigid formula for successful review given the unique nature of each candidates'  
242 academic and professional contexts as they pertain to venues and field-specific criteria for what  
243 is defined as Research, Scholarly and Creative Activities . Peer-review, quality and impact are  
244 what is expected and valued in this RTP policy rather than the overall quantity of publications,  
245 products, external grants and/or creative works. Expectations for promotion and tenure include  
246 one (a or b) or a combination (a and b) of the following:

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248 a. Target of 3-4 peer-reviewed products. These include peer-reviewed products such as  
249 journal articles and competitive major external grants received, peer-reviewed  
250 creative works as described above, and other publication types that may be peer-  
251 reviewed, such as book review articles that establish the state of knowledge in a field,  
252 historiographical essays, critical literature reviews or publications in edited volumes  
253 or anthologies, and products from a scholarship of engagement.

254 b. Authored or co-authored book from peer-reviewed press. If co-authored, candidate  
255 must document significant authorship to publication.

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257 For candidates under periodic review (Mini-Review) and/or reappointment, candidates' RSCA  
258 agenda should be designed with these general goals in mind for research, scholarly and creative  
259 activity production. Candidate's evaluation for periodic review (Mini-Review) and  
260 reappointment will focus on candidate's progress toward these goals.

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### 263 ***C. Service***

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265 The Department follows University RTP policy that "Meaningful service should be related to the  
266 academic expertise and [or] rank of the faculty member". For the dept 'meaningful service'  
267 encompasses the following types of activities:

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269 **1.** Candidates are expected to actively participate on committees in the Department, College,  
270 and/or University; active participation includes, for example, the contribution of major policy  
271 development, authorship of committee documents and reports, and/or chairing a committee.  
272 Execution of special offices, tasks, or initiatives (such as sponsoring student groups, participating  
273 in educational equity programs, and/or efforts to improve retention and graduation rates) is  
274 expected from a candidate. Organizational responsibilities in professional academic

275 organizations are highly encouraged. Active participation that is directly related to candidate's  
276 area of expertise / discipline in the programs of area schools, community  
277 organizations/movements, or cultural organizations (such as the presentation of talks or  
278 workshops and committee leadership) are highly encouraged. Obtaining external grants and/or  
279 contracts to support such community outreach activities shall be considered as integrative to  
280 scholarly and creative activities within the framework of Scholarship of Engagement.  
281 Development and implementation of a center or institute which promotes these outreach  
282 activities shall be highly encouraged.

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284 **2.** Candidates for tenure and promotion to Associate Professor are expected to participate in  
285 faculty governance in the Department and College.

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287 **3.** Candidates for promotion to Professor are expected to participate in faculty governance in the  
288 Department, College, and University.

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290 ***Criteria for Promotion to Professor***

291 In the College of Liberal Arts, a candidate for appointment/advancement to Professor must  
292 demonstrate a consistent record of excellence in all three areas of evaluation. The successful  
293 candidate will demonstrate RSCA that include high-quality contributions to the advancement,  
294 application, or pedagogy of his or her discipline or interdisciplinary fields of study. The  
295 candidate is expected to have a substantial record of peer-reviewed work at the national and/or  
296 international levels. In addition, a candidate for promotion to Professor shall demonstrate high-  
297 quality instruction and instructional activities. The candidate also is expected to have a  
298 substantive service record that includes: (a) service at department, college, and university levels;  
299 (b) a record of leadership at the University; and (c) a record of service in the community or the  
300 profession.

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303 ***D. Other Criteria and Evaluation.***

304 1. External evaluations of the candidate's activities may be solicited by the Department RTP  
305 Committee and/or the candidate in accordance with the Procedure for External Evaluation (PS  
306 86-07).

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309 **AMENDMENTS**

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311 **E. APPROVAL OF AND CHANGES TO THE CHLS DEPARTMENT RTP POLICY**

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313 **1. Ratification**

314 This RTP policy is subject to ratification by a majority of voting tenured and  
315 probationary faculty members in the Department of Chicano and Latino Studies  
316 and to approval by the Faculty Council, the Dean, and the Provost.

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318 **2. Amendments**

319 Amendments to this Policy may be initiated by a petition signed by at least three  
320 tenured and probationary Department faculty. Upon receiving a petition so  
321 initiated, the Chair of the Department shall communicate the proposed  
322 amendment(s) to the tenured and probationary faculty members and place the  
323 proposed amendments on the agenda of the next scheduled Department meeting.  
324 Once agreed and discussed in a Department meeting(s), the proposed  
325 amendment (as proposed or amended) will be voted on in the ensuing scheduled  
326 Department meeting via secret ballot.

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327 **3. Voting on Amendments**

328 Voting on amendments shall be by secret ballot prior to the close of the preceding  
329 academic year of adoption.

330 **4. Majority Needed to Adopt**

331 To become effective, all proposed amendments shall require a majority of the  
332 ballots cast by the tenured and probationary faculty members and the approval of  
333 the Faculty Council, the Dean, and the Provost/Senior Vice President for Academic  
334 Affairs.

335 **5. Voting Rights**

336 All tenured and probationary Department faculty members – including those on  
337 leave, sabbatical, and FERP – are eligible to vote.

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