Introduction

Chicana/o Studies is an interdisciplinary field, drawing from and contributing to the humanities, social sciences and the arts. The department offers a unique opportunity for students to gain an understanding and awareness of the vital presence and increasing significance of the Chicano population in California and throughout the United States. Because of its interdisciplinary scope, Chicana/o Studies offers exciting employment opportunities in several fields, such as teaching, counseling, social work, community organizations and government agencies—local, state and federal. Studies of the Chicana/o experience include history, culture, art, literature and contemporary issues, such as education, family, politics, socioeconomic conditions, immigration, race, ethnicity and gender. Particular emphasis is also given to other Latino cultures in the United States. When graduates leave Cal State Fullerton, they are prepared to excel in any field that seeks a well-rounded person with relevant, highly marketable skills.

Faculty members associated with Chicana/o Studies at California State University, Fullerton are committed to contributing to the field of Chicana/o Studies and to serving the Chicano community. Faculty members in Chicana/o Studies must (1) have strong interdisciplinary training in Chicana/o Studies; (2) conduct meaningful, on-going Chicana/o Studies scholarly or creative activities; (3) have the ability and enthusiasm for teaching Chicana/o Studies, and (4) be committed to both the discipline and to the
Chicano community in the United States. Positive tenure and promotion decisions require excellent teaching as well as research, peer-reviewed or juried publications, and participation in the broader disciplinary community. The following personnel standards are intended to ensure that Chicana/o Studies at California State University, Fullerton will retain and promote faculty members who meet these goals.

I. Developmental Narrative and Portfolio

During their first probationary year, faculty members prepare Developmental Narratives. These narratives become part of their Portfolios during the second and subsequent probationary years.

A. Developmental Narrative

During the first year of employment in a tenure-track position, each probationary faculty member shall write prospective developmental narratives for teaching, scholarly and creative activities and service, not to exceed 500 words each. These narratives shall describe the faculty member’s professional goals, areas of interest, resources required and accomplishments (s)he expects to achieve in each of the three areas evaluated in order to meet the department standards and/or UPS 210.000 for retention, tenure, and promotion. These narratives will have no formal approval process, but will be reviewed by the department/division chair and the dean who will each provide regular feedback.

The College Dean will specify a deadline for the faculty member to submit the Developmental Narrative and a timeline for feedback from the department chair and dean, with the entire process to be completed by May 1 of the faculty member’s first probationary year. These narratives shall be included with the
self-assessment narratives in the faculty member’s Portfolio that is submitted for retention review during the second year in the tenure track position.

During subsequent years, the developmental narratives may be revised to reflect changes and professional growth that will normally occur during the probationary period.

**B. Development Plan (applies only to faculty who had a Development Plan approved prior to fall 2002)**

See UPS 210.000.

**C. Mentor**

Before the end of the first two weeks of the fall semester, the department chair shall consult with each newly appointed probationary faculty member concerning an appropriate faculty mentor and shall designate one or more tenured faculty members as mentors. In the event that the chair serves as a mentor, at least one additional mentor shall be designated. At any time thereafter, the probationary faculty member or mentor may request the department chair to make a change of assignment.

The primary responsibility of the mentor(s) is to provide guidance, advice, and support to the probationary faculty member during the preparation of the Developmental Narrative.

**C. Portfolio**

The Portfolio is the cumulative record of the faculty member’s performance for the years of work under review. The material to be included in Portfolios is outlined in this document and in UPS 210.000. It is the faculty member’s
II. Criteria for Evaluation of Faculty Performance

A. Teaching and Instructional Activities

1. Teaching Performance

Teaching is viewed as the most important factor in the evaluation of faculty members for retention, tenure, and promotion. Each faculty member shall establish an environment where learning is central, contribute (where appropriate) to degree and certificate programs, and provide opportunities for students to develop the skills necessary to contribute to society.

A successful faculty member demonstrates mastery and currency in his or her discipline, teaches effectively, and helps students to learn both within and outside the classroom.

Teaching performance includes the following areas:

a. Pedagogical Approach and Methods

The primary objective of pedagogy is to help students learn. Evaluation of the evidence included in the portfolio relevant to teaching performance shall address those factors that contribute to effective pedagogy including the following: the appropriateness of the breadth and depth of course content to the level of each course taught; the currency of the topics and relevancy of the assignments; and the effectiveness and fairness of testing, other assessment, and grading procedures.
b. **Student Response to Instruction**

Student opinions of instruction contribute significantly to the evaluation of a faculty member's teaching effectiveness. However, they shall not be used by any level of evaluation as the sole measure of teaching effectiveness. Patterns of objective responses and written comments obtained in different courses over several semesters shall be considered more informative than isolated, individual comments.

Evaluation of the evidence included in the portfolio relevant to teaching performance shall address those student opinions of instruction contained in responses to objective questions on student evaluation forms and contained in written comments on these forms. The evaluation shall take into consideration factors such as the number of different courses taught, the number of new preparations assigned to the faculty member, and the characteristics of the classes taught (size, level, required or elective, experimental or traditional pedagogy, etc.). The evaluation also shall take into account the faculty member's overall level of experience and his or her efforts to improve teaching performance.

c. **Expectations Regarding Student Achievement**

Faculty members are expected to maintain high standards regarding student achievement in all courses taught. Evaluation of the evidence included in the portfolio relevant to teaching performance shall address academic standards including summaries of grades awarded in each class taught.
d. Ongoing Professional Development as a Teacher

Each faculty member is expected to show evidence of an ongoing program to maintain and improve his or her teaching effectiveness. This program should include self-assessment of teaching objectives and methods and student achievement, participation in pedagogical seminars and workshops, and familiarity with the pedagogical literature in the faculty member’s discipline. When specific weaknesses have been identified in prior evaluation(s), the faculty member shall include in the Portfolio specific plans to remedy these weaknesses.

e. Ongoing Professional Development in the Discipline

All faculty are expected to maintain currency in their disciplines by conference participation and/or other interaction with their colleagues. Scholarly and creative activities are expected to be reflected, as appropriate, in teaching methods and student participation in collaborative research and creative undertakings.

2. Mandatory Documentation for Teaching Effectiveness

Faculty members shall provide the information outlined in this section in the Portfolio.

a. Faculty members shall provide a narrative statement on teaching of not more than 1,000 words. This statement should be a self-assessment of the faculty member’s teaching, including instructional goals, methods of achieving these goals, an estimate of success, a self-evaluation of the written comments on the student rating of instruction forms, and plans for
ensuring high quality teaching in the future. Faculty members are encouraged to integrate indicators of effectiveness in the narrative, and to isolate trends in their teaching performance across courses and over time.

b. Faculty members shall provide a report of their semester-by-semester teaching workload for the review period. This should include a list of all courses taught during the review period and the office hours held for these courses, as well as any adjustments to the faculty member’s workload (e.g., course reductions).

c. Faculty members shall provide the most recent syllabi for all courses taught during the review period, and a representative sample of other material (e.g., tests, handouts, table of contents for reading packets) for courses taught during the review period in the Appendix to the Portfolio.

d. Faculty members shall include statistical summaries of all student opinion forms for the courses taught during the review period, with comparison data for each semester for the department as a whole. Faculty members also shall include the original student opinion forms in the Appendix to their Portfolios.

e. Faculty members shall provide statistical summaries of grade distributions in all courses taught during the review period, with summary comparison data for each semester for the department as a whole.

f. Faculty members shall include written reports of peer observations of teaching (classroom visits) in the Appendix of the Portfolio. Written reports of such visits shall address clarity of presentation, communication
with students, student interaction, effective use of classroom time, and appropriateness of presentation methods. Assessment shall be in the context of the level and objectives of the course. At least one peer observation arranged by the Chicana/o Studies Personnel Committee is necessary for each year of the evaluation period, with the resulting report to be included in the Portfolio. In consultation with the faculty member to be reviewed, the Personnel Committee shall select a Chicana/o Studies faculty member to evaluate at least one class taught each year. Given the size of the department, peer review may include faculty from outside the department. The selection of the class to be observed and of the peer observer shall be determined by the Department Personnel Committee in consultation with the faculty member being reviewed. In case of disagreement, the Department Chair shall make the final decision.

3. Additional Potential Indicators of Effective Teaching

Faculty members may also submit evidence of effective teaching in addition to that required in II.A.2. Potential indicators of effective teaching are listed in II.A.3.a-l below. When including any of these indicators, faculty members shall specify how the indicator reflects effective teaching (e.g., advising a student whose thesis subsequently received the “Outstanding Thesis Award”).

a. Video or audiotapes of class sessions.

b. New course proposals.

c. Innovative teaching projects (e.g., collaborative teaching, distance learning).

d. Textbooks, instructor’s manuals.

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e. Guiding independent study projects.

f. Service on students’ theses/projects.

g. Computer-assisted instructional materials.

h. Audio and/or video materials developed for class use.

i. Role-playing exercises in class.

j. Involvement of students in co-curricular activities (e.g., speaker’s forums and cultural events).

k. Signed, unsolicited letters from students.

l. Awards for good teaching.

4. Evaluation of Teaching Performance

Evaluation of teaching is based on assessment of (1) pedagogical approach and methods, (2) student response to instruction, (3) expectations regarding student achievement, (4) ongoing professional development as a teacher, (5) ongoing professional development in the discipline.

a. Student Rating of Instruction Forms. Student ratings of instruction contribute to the evaluation of faculty members’ teaching effectiveness. They shall not, however, be used as the sole measure of teaching effectiveness. Patterns of responses in different courses over several semesters shall be considered more informative than isolated course evaluations.

The “instructor’s performance” items on the student rating of instruction form shall be used to assess the quantitative evaluation of teaching effectiveness (i.e., “student’s involvement” items are not included in the evaluation, nor are summaries of all items).
Responses to the student rating of instruction items range from A (high) to E (low). Generally, when 80% of the responses to these instructor performance items during the period under review are As or Bs and 50% of the responses are As, student assessment of teaching shall merit an “Excellent” rating. Generally, when 70% of the responses to these items during the period under review are As or Bs and 80% are Cs or above, student assessment of teaching shall merit an “Acceptable” rating. Generally, when the responses to these items during the period under review do not meet the criteria for “Acceptable,” student assessment of teaching shall merit an “Unacceptable” rating. In cumulative evaluations, greater weight may be given to more recent student ratings of instruction.

In evaluating student rating of instruction data, the evaluators shall consider the number of new preparations, the diversity of courses taught, the characteristics of the classes taught (e.g., general education, required versus elective, class size), and the grade distributions in the course with summary comparison data for each semester for the department as a whole.

b. **Other Indicators of Teaching Effectiveness.** Evaluators shall qualitatively assess other indicators of teaching effectiveness submitted by faculty members (see II.A.3 above). The other indicators shall be rated on a scale of excellent, acceptable, and unacceptable.

c. **Composite Rating of Teaching Effectiveness.** The rating based on student ratings of instruction (II.A.4.a) and the rating based on the other indicators
(II.A.4.b) shall be combined to form a composite rating of overall teaching effectiveness: excellent, acceptable, or unacceptable.

B. Scholarly and Creative Activities

1. Scholarly and Creative Performance

Engaging in scholarly and creative activities is an integral part of effective teaching. Scholarly and creative activities are viewed as second in importance to teaching in evaluating faculty members. Chicana/o Studies faculty members are encouraged to engage in collaborative scholarly and creative activities with faculty members at CSUF and other institutions. Scholarly (e.g., peer reviewed or juried journal articles) and creative activities (e.g., peer judged or juried films, videos, novels, short stories, plays, poems) are viewed as equally valuable activities for Chicana/o Studies faculty members. The two areas shall be treated equally in personnel decisions, assuming that the activities are qualitatively similar. The emphasis in evaluating both scholarly and creative activities shall be on the quality of the work, not the length. The standards specified herein are based on scholarly activities, but the “equivalent creative activities” are valued equally. Faculty members including creative activities shall demonstrate how the creative activities listed are qualitatively equivalent to peer reviewed or juried journal articles.

2. Mandatory Documentation of Scholarly and Creative Activities

Faculty members shall provide the information outlined in this section in their Portfolios.
a. Faculty members shall provide a current vita in their Portfolios. In the vita, scholarly and creative activities accomplished during the review period shall be given full citations in the style customary in the faculty member’s discipline. With the exception of books, in-press or forthcoming work cited in the vita shall be considered for evaluation if documentation is provided that the work has been accepted (e.g., a letter from an appropriate editor). For in-press books to be considered for evaluation, galley proofs of the books shall be submitted. Work in progress shall be cited in the vita as evidence of continuing scholarly and creative activities.

b. Faculty members shall provide narrative self-assessments of their scholarly and creative activities in relation to the standards provided herein. The statement shall not exceed 1,000 words and it shall be included in their Portfolios. The nature of the review process for all scholarly and creative activities shall be specified in the self-assessment. Documentation of the peer review or jury process shall be placed in the Appendix of the Portfolio. Further, faculty members shall specify their roles and relative contribution to each collaborative scholarly and creative activity in their self-assessment, or, alternately, faculty members may complete the “Co-Authorship Disclosure Form” (available from Faculty Affairs and Records) for each collaborative scholarly and creative activity. In addition, future plans regarding scholarly and creative activity shall be addressed.
c. Complete copies of all work listed in the vita and discussed in the narrative shall be included in the Appendix to the Portfolios. Documentation for all "in-press" or "forthcoming" work shall also be included in the Appendix.

3. Indicators of Scholarly and Creative Activities

a. Scholarly books, peer reviewed or juried articles that appear in academic journals, or peer reviewed creative activities (e.g., videos, performances). Generally, this category involves a “blind” review of the work submitted, but work that is not “blind” reviewed can be included if that is the editorial policy and if a peer review or jury process has taken place.

b. Edited scholarly books, anthologies and textbooks, non-peer reviewed or non-juried articles that appear in journals, chapters in edited books, review essays, book reviews, as well as non-peer reviewed creative activities.

c. Original and creative works related to creative writing, culture, films, plays, television scripts, art and music.

d. Translations of scholarly and creative materials.

e. Peer reviewed, juried, or otherwise invited scholarly presentations at conferences of professional associations.

f. Applied scholarship that focuses on the practical application of research. Work in this category generally is not published, but consists of a report written for a government agency or proprietary business. The value of such work as an indicator of scholarly accomplishment shall depend on its relevance to the faculty member’s research agenda and fields of specialty, as well as upon the significance and originality of its contribution.
g. Grant applications submitted to university or external funding agencies.
   Funding status and outcomes of applications shall be specified. External
   grant applications shall be given more weight than internal grant
   applications, and funded grants shall be given more weight than non-funded
   grant applications.

h. Work under review when Portfolios are submitted.

i. Work in progress when Portfolios are submitted.

Faculty members must supply reviewers with enough evidence to evaluate the end
results of these activities. For work “in progress,” faculty members must provide
documentation and other information that will enable reviewers to evaluate the
possible merit of the work.

4. Evaluation of Scholarly and Creative Activities

The faculty member shall demonstrate continuing, regular activities that result (or
are judged likely to result, in the case of second and third year probationary
faculty) in high quality peer-reviewed or juried publications or creative work.
Quantity does not substitute for quality. Reviewers shall consider the importance
of each achievement (e.g., the status of a journal, press, or venue, whether a
publication is an article or a brief note) and the faculty member’s contribution in
the case of co-authored or other collaborative work.

a. To be considered “Excellent” in scholarly and creative activities during the
review period, faculty members shall have published at least four high quality
peer reviewed or juried journal articles or a body of high quality juried
creative work that is equivalent in substance and impact, and have at least five

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additional indicators of scholarly or creative activities (see II.B.3.b-g). A high
good quality single-authored, peer reviewed or juried scholarly book can substitute
for two peer reviewed or juried articles and two additional indicators (the
weighting of a multiple-authored book shall be based on the faculty member’s
contributions to writing the book).

b. To be considered "Acceptable" in scholarly and creative activities during the
review period, faculty members shall have published at least three high quality
peer reviewed or juried journal articles or a body of high quality juried
creative work that is equivalent in substance and impact, and have at least five
additional indicators of scholarly or creative activities (see II.B.3.b-g). A high
quality single-authored, peer reviewed or juried scholarly book can substitute
for two peer reviewed articles and two additional indicators (the weighting of
a multiple-authored book shall be based on the faculty members’ contributions
to writing the book).

c. Scholarly and creative activities that do not meet or exceed the criteria for a
rating of Acceptable as specified in II.B.4.b during the review period shall be
evaluated as "Unacceptable."

C. Service

1. Service Performance

Faculty members shall provide service to their profession, the Department of
Chicana and Chicano Studies, the College of Humanities and Social Sciences,
the University, and the community. Faculty members shall engage actively in
the affairs of the discipline of Chicano Studies and related professions (e.g., if
Chicano Studies faculty members are historians, they are expected to engage in activities related to being historians). Faculty members, especially those who are tenured, shall assume active roles in university service. Faculty members also are expected to use their disciplinary skills in service to the community.

2. Mandatory Documentation of Service

Faculty members shall provide the information outlined in this section in their Portfolios.

a. A narrative of not more than 1,000 words summarizing the faculty member’s service to the profession, the university, and the community. The faculty member should describe and, where possible, document indicators of the quality of the service provided (e.g., level of involvement, leadership roles performed, significance of outcomes).

b. In the vita, a complete list of service activities. Generally, service activities are based on an academic calendar year. An activity performed for multiple years can be counted for each year it is performed.

c. Letters from organizations for which service was provided, copies of awards, and other evidence of service, when available.

3. Indicators of Service

a. Professional Service

i. Professional honors, awards, and/or special recognition.

ii. Serving as a journal editor.

iii. Professional leadership roles.

iv. Organizing conference sessions.
v. Serving on journal editorial boards.

vi. Membership on state or national professional association committees.

vii. Reviewing manuscripts for journals or professional conferences.

viii. Reviewing grant proposals.

b. University Service

i. University honors, awards, and/or other recognition.

ii. Membership on department, college, or university committees.

iii. Serving in an administrative capacity (e.g., chair of the department).

iv. Serving as a faculty advisor to student groups.

v. Providing student advisement/mentoring.

c. Community Service

i. Providing substantive service to the community (e.g., consulting with community organizations).

ii. Active role in community groups/organizations.

iii. Professionally relevant contributions to popular periodicals and newspapers.

iv. Community honors, awards, and/or other recognition.

4. Evaluation of Service

a. To be considered “Excellent” in service during the review period, a faculty member shall provide evidence of at least 12 activities across the three categories (II.C.3.a-c), including at least five activities that reflect a high degree of involvement, performance of leadership roles, and contributions leading to significant outcomes.
b. To be considered “Acceptable” in service during the review period, faculty members shall provide evidence of at least 8 activities across the three categories (II.C.3.a-c), including a minimum of three activities that reflect a high degree of involvement and contributions leading to significant outcomes.

c. Service that does not meet or exceed the criteria in II.C.4.b during the review period shall be deemed “Unacceptable.”

III. Retention, Tenure and Promotion

A. Criteria for Retention

Retention during the probationary years will be based on making satisfactory progress toward meeting the criteria for tenure such that a positive tenure decision is likely.

B. Criteria for Tenure

Faculty members normally are considered for tenure after five probationary years, regardless of the rank at which they were appointed. Up to two years of prior service shall be counted, if “service credit” was approved at the time of first appointment.

In order to be granted tenure, faculty members must minimally receive:

1. a composite rating of Acceptable in overall teaching effectiveness,

2. a rating of Acceptable in scholarly/creative activities, including demonstrating the potential for continuing high quality performance in scholarly/creative activities; and

3. a rating of Acceptable in service.
C. Criteria for Promotion

1. Promotion to Associate Professor is automatic with the granting of tenure.

2. Promotion to Professor.

Because the professoriate entails continual growth and reassessment, the Department of Chicana and Chicano Studies expects that tenured faculty will continue to strive for excellence in all three areas of performance, and that successful faculty members will display accomplishments, growth, and future potential throughout their careers. Therefore, the decision to grant promotion to the rank of professor shall be based on a record that indicates sustained vitality and commitment to the department’s standards.

In order to be granted promotion to professor, faculty members must minimally be rated Excellent in teaching and one other performance area and Acceptable in a third area.

D. Criteria for Early Tenure and Promotion

1. Early Tenure

Early tenure requires that the probationary faculty member has met all performance standards for the probationary period and that performance in teaching and at least one other area have exceeded the expectations of UPS 210.000 and the department standards, such that these areas have been rated as Excellent.

2. Early Promotion to Associate Professor

Early Promotion to Associate Professor requires that the probationary faculty member has displayed accomplishments, growth, and future potential that
strongly indicate that (s)he will, by the completion of the probationary period, meet the expectations for tenure stated in UPS 210.000 and department standards. In addition, performance in teaching and at least one other area have exceeded the expectations of UPS 210.000 and department standards, such that these areas have been rated as Excellent.

3. **Early Promotion to Professor**

Promotion of a tenured faculty member shall normally be considered during his/her fifth year in rank, with promotion effective at the beginning of the sixth year. Promotion consideration prior to having completed four years in rank shall be defined as “early.” Early promotion to Professor requires a rating of Excellent in teaching, scholarly/creative activities, and service during the period of review and shall be based on a record that indicates sustained vitality and commitment to the standards of UPS 210.000 and the department.

**IV. Department Personnel Committee**

A. **Introduction**

The department chair shall arrange for the election of a department personnel committee and alternate and shall refer to it all cases for which action is appropriate. The department chair shall ensure that all members of this committee are familiar with their responsibility for evaluating the performance of those to be considered.
B. Election

In electing members of the department personnel committee, tenured and tenure-track members of the department shall nominate candidates and elect committee members through a secret ballot. The election process shall offer department members a choice. The election process shall be completed no later than the end of the second week of classes of the fall semester.

C. Membership

The department personnel committee shall have at least three members, who shall be from within the department if possible. These members shall have been granted tenure and shall not include the chair of any department. No person shall serve on the department personnel committee when that person will be on any type of leave during the year of service on the committee. If the department does not have at least four tenured faculty other than the chair, it may elect one or more tenured faculty for its personnel committee from related disciplines.

If the department does not have enough eligible members to provide a choice for the faculty of the department, that is, at least four tenured faculty other than the chair, it shall elect a personnel committee of only three members from a slate of at least four nominees. This slate shall be composed of all eligible department members, except of the chair, and shall include one or more tenured faculty from related disciplines.
D. Alternate Member(s)

The department shall elect, at the time of the election of the regular personnel committee, at least one tenured faculty member, other than the department chair, to serve as alternate(s) for members of the committee. If any regular member of the committee is unable to complete his or her term, the alternate shall serve in his or her place.

E. Notification

The department chair shall provide the names of the department personnel committee and alternate(s) to the Faculty Personnel Committee, the Office of Faculty Affairs and Records, and the Dean’s Office within five working days after they are elected.