

Standards for Promotion and Tenure
Required by Section 7.12, Regents Policy on *Faculty Tenure*

**Department of Chicano and Latino
Studies College of Liberal Arts**

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Introductory Statement

This document is intended to specify the indices and standards to be used by the Department of Chicano and Latino Studies to determine whether candidates meet the University of Minnesota's general criteria for indefinite tenure as they are set out in section 7.11 of the University of Minnesota Regents Policy on *Faculty Tenure*, as well as the indices and standards for promotion to the rank of professor as they are set out in section 9.2 of the same Regents policy. For a complete overview, the reader is advised to review sections 7 and 9 in their entirety. This document is also consistent with the *Procedures for Reviewing Candidates for Tenure and/or Promotion: Tenure-Track and Tenured Faculty*.

The document contains indices and standards for the following personnel evaluations:

- annual reviews of probationary faculty
- recommendation for awarding indefinite tenure
- recommendation for promotion
- annual performance appraisal for post tenure review according to Section 7a. of the Regents Policy on *Faculty Tenure*

Departmental Mission Statement

The Department of Chicano and Latino Studies is dedicated to advancing an understanding of Chicana/o/x history, culture and lived experience; and to building a dynamic, innovative program that transmits and creates knowledge about Mexican-origin populations in the United States, as well as their relationship to other Latina/o/xs. As an interdisciplinary program it seeks to bridge traditional barriers between the social sciences and the humanities to achieve an integrated educational experience. A recognition of the international forces that influence the lives and opportunities of Mexican origin populations in the U.S. calls for a global perspective. The department offers a bachelor's degree and minor in Chicano and Latino Studies.

Additionally, the diverse racial, ethnic, and cultural landscape of the U.S. requires that students understand Chicana/o/x experiences comparatively. This layered framework, which also addresses the geographic, racial, cultural, gender, and class diversity of Chicana/o/x communities, is underscored by a problem-solving orientation to research, and critical thinking. Such an approach enables a deeper analysis of social justice issues affecting Chicanas/o/xs, Latinas/o/xs, and other racial, ethnic, and cultural groups in the U.S. in order to more effectively pursue social change.

Our mission often integrates research, teaching, and service in ways that make it difficult to compartmentalize into a single category (e.g., teaching, research, service).

Research: producing original interdisciplinary research, scholarship and/or creative work concerning the intersecting and overlapping forces of race, class, ethnicity, gender and sexuality as they primarily affect the Mexican origin populations in the US; developing new methods of studying Chicana/o/x history, culture and lived experiences and transnational phenomena; critically evaluating traditional scholarship and research in these areas; and public engagement in the form of conducting research and producing new knowledge that serves the greater good. The department values epistemological diversity, transnational interdisciplinarity and the application of knowledge toward community outreach projects, advocacy, and the goals of social justice and equality.

Education: a curriculum that fosters a critical understanding of the histories, politics, cultures and lived experiences of Chicanas/o/xs and Latinas/o/xs in the US; a rigorous, interdisciplinary program of

undergraduate study in Chicana/o/x Studies theories and methods as well as extensive internship and community engagement opportunities; a curriculum that promotes cultural affirmation, social justice values and community engagement and not only supports but increases the presence of Chicanas/o/xs and Latinas/o/xs in the intellectual, political and social professions within and beyond the Twin Cities; an interdisciplinary undergraduate major and minor program that provides insights into cultural dynamics, global economics, racializing dynamics and sociopolitical processes, as well as the historical significance of the contributions of Chicanas/o/xs as a group; a curriculum that develops analytical, methodological and problem-solving skills to better understand the increasingly diverse and globally connected nation and the key role of Chicanas/o/xs and Latinas/o/xs in society.

Community and Civic Engagement: to provide guided opportunities for collaborative community engagement projects with relevant communities on issues of self-reliance, community economic and cultural survival, sociopolitical justice, transnational networks and organizing, K-12 outreach, and legislative advocacy; building partnerships with community organizations and institutions to address the educational needs and the socioeconomic and political challenges of relevant communities; faculty and students sharing their knowledge and skills in addressing the concerns, needs and interests of the relevant communities and the various public agencies that work with them; engaging in diversity, inclusion and retention work within the institution to build the bridge and pipeline that will assist in sustaining students and communities; encouraging faculty and students to reach outside the university to bring about a greater awareness and understanding of Chicana/o/x and Latina/o/x histories, cultures, and lived experiences; valuing advocacy and activism on behalf of or in collaboration with relevant communities as part of our commitment to creating a more just and equal society.

Annual Reviews of Probationary Faculty

The tenured faculty of the Department of Chicano and Latino Studies annually reviews the progress of each probationary faculty member toward satisfaction of the criteria for receiving tenure as provided by the Regents Policy on *Faculty Tenure* and in accordance with the University's *Procedures for Reviewing Candidates for Tenure and/or Promotion: Tenure-Track and Tenured Faculty*. The chair of the department prepares a written summary of that review and discusses the candidate's progress with the candidate, giving a copy of the report to the candidate.

This written summary is provided on President's Form 12 and is signed by the candidate, the chair of the department, the Dean of CLA, and the Executive Vice President and Provost.

In accordance with Section 5.5 of *Faculty Tenure* the probationary period may be extended by one year at a time at the request of the faculty member for childbirth/adoption, caregiver responsibilities, or medical reasons. The criteria for evaluation of faculty who have had their probationary period extended are no different than the criteria for faculty who do not have an extension of the probationary period. Extension of the probationary period in accordance with Section 5.5 may not be a factor in the evaluation." See Appendix A for Section 5.5 of the Regents Policy on *Faculty Tenure*.

University Standard – General Criteria for Tenure

Regents Policy: Faculty Tenure, Section 7.11, General Criteria

What the University of Minnesota seeks above all in its faculty members is intellectual distinction and academic integrity. The basis for awarding indefinite tenure to the candidates possessing these qualities is the determination that each has established and is likely to continue to develop a distinguished record of academic achievement that is the foundation for a national or international reputation or both [3]. This determination is reached through a qualitative evaluation of the candidate's record of scholarly research or other creative work, teaching, and service [4]. The relative importance of these criteria may vary in different academic units, but each of the criteria must be considered in every decision [5]. Demonstrated scholarly or other creative achievement and teaching

effectiveness must be given primary emphasis; service alone cannot qualify the candidate for tenure. Interdisciplinary work, public engagement, international activities and initiatives, attention to questions of diversity, technology transfer, and other special kinds of professional activity by the candidate should be considered in areas that include or overlap with scholarship, teaching, and/or service. The awarding of indefinite tenure presupposes that the candidate's record shows strong promise of his or her achieving promotion to professor.

Regents Policy on *Faculty Tenure*, Footnotes to Section 7.11

"Academic achievement" includes teaching as well as scholarly research and other creative work. The definition and relative weight of the factors may vary with the mission of the individual campus.

The persons responsible and the process for making this determination are described in subsections 7.3 through 7.6.

"Scholarly research" must include significant publications and, as appropriate, the development and dissemination by other means of new knowledge, technology, or scientific procedures resulting in innovative products, practices, and ideas of significance and value to society.

"Other creative work" refers to all forms of creative production across a wide range of disciplines, including, but not limited to, visual and performing arts, design, architecture of structures and environments, writing, media, and other modes of expression.

"Teaching" is not limited to classroom instruction. It includes extension and outreach education, and other forms of communicating knowledge to both registered University students and persons in the extended community, as well as supervising, mentoring, and advising students.

"Service" may be professional or institutional. Professional service, based on one's academic expertise, is that provided to the profession, to the University, or to the local, state, national, or international community. Institutional service may be administrative, committee, and related contributions to one's department or college, or the University. All faculty members are expected to engage in service activities, but only modest institutional service should be expected of probationary faculty.

Indefinite tenure may be granted at any time the candidate has satisfied the requirements. A probationary appointment must be terminated when the appointee fails to satisfy the criteria in the last year of probationary service and may be terminated earlier if the appointee is not making satisfactory progress within that period toward meeting the criteria.

Departmental Criteria for Tenure – Research and Artistic Achievement

Candidates for indefinite tenure must have established a distinguished record of academic or artistic achievement and must show evidence of continued academic distinction.¹

A "distinguished" record is prominent and conspicuous by its excellence. To achieve this, a candidate must have produced a body of research or artistic achievement that is openly available, scholarly, creative, and of high quality and significance, and must be recognized and visible within his or her

¹ Most probationary faculty are also promoted to the rank of associate professor when they receive indefinite tenure, although tenure may be conferred on an associate professor with a probationary appointment.

domain of research or artistic practice. Research is not limited to traditional publication, but also encompasses activities that lead to the public availability of products, practices, technologies, and ideas that have significance to society. Quality of research or artistic achievement is more important than quantity.

Documentation

The candidate must establish quality, productivity, visibility and promise.

- Evidence of excellence in research and/or artistic practice is provided by the candidate's research, performance, exhibition, and/or publication record. This record is assessed both internally, by the Department of Chicano and Latino Studies and the College of Liberal Arts, and externally, by a panel of recognized experts from outside the University, to determine whether it is openly available, scholarly, creative, and of high quality and significance. (See Section 12 of the *Procedures for Reviewing Candidates for Tenure and/or Promotion: Tenure-Track and Tenured Faculty* for details about reviewers.) The following points guide the assessment of the candidate's record:
 - “Openly available” research or artistic practice implies distribution, which includes traditional and electronic publication as well as other media including publicly available live performance or exhibition. Audio, video, and digitized documentation of all artistic genres will be considered.
 - Scholarly publication can take many forms; among these are original research articles and books, book chapters, edited collections and anthologies, critical editions, translations, reviews, text books that advance the discipline, and published lectures, including video recordings, and other types of publicly available media
 - Artistic practice also takes many forms; among these are development of new works, curating exhibitions, one-person or collaborative/group exhibitions, one-person or ensemble live performance, and participation in or production of audio or video recordings.
 - Peer-reviewed publications generally will receive greater weight than publications that were not peer-reviewed. Publications by eminent presses and those appearing in journals, series, or volumes that have stringent peer review and major disciplinary significance generally receive the most weight. However, scholarly publications specific to ethnic studies in general, Chicano-Latino Studies in particular, and publications that make a visible, significant impact in the lives of communities in which we work also play a key role in advancing the discipline regardless of circulation and rejection rates. Reviewers of a candidate’s file will be asked to assess the status of publications in the field for a fair assessment of their stature.
 - The Department of Chicano and Latino Studies is committed to acknowledging the role and value of publications in community venues whose circulation is distinct from academic venues and whose judgment and feedback on the merit of scholarly work is broader than traditional scholarly venues.
 - Artistic performance, exhibition, recording, or broadcast at venues, studios, labels and networks with national or international stature generally receive more weight than those at venues with regional or local stature. However, regional and local venues that serve engagement activities or initiatives are highly valued.
 - A written work is considered to be published when it satisfies two standards: it is under contract, and in production. The candidate is asked to produce the actual contract or another form of evidence showing the work has been accepted for publication. A book, journal article, or book chapter will be considered in production when a letter from the director or editor is sent and states that the work: a) has gone through all rounds of reviews; b) all corrections/revisions have been completed; c) the fully completed/revised manuscript is in the hands of the press or journal; d) the press or journal has put it on a production schedule.

- An artistic production may be considered complete after its first public performance or exhibition.
- Work under review may be considered; this category receives less weight than published or completed work.
- Translations, reprints, data analytics to assess reach, citations or reviews of a candidate's work, including commentary from the community partners with whom the candidate engages may provide evidence of the visibility, importance, or influence of the work.
- For all multi-authored or collaborative works, the file must specifically describe the nature of the candidate's contribution.
- Publication of scholarly review articles and textbooks.
- While quality is more important than quantity, the candidate must present a substantial body of achievement. Ordinarily, this would include a book or monograph or an equivalent set of articles or creative products demonstrating specialization or sustained and focused application of a well-defined mode of scholarly inquiry.

- Evidence of visibility is chiefly provided through the following (unordered):
 - National or international awards and honors.
 - Continued invitations from community collaborators.
 - Presentations at scholarly conferences or major performance or exhibition venues (especially refereed or invited presentations and community invitations).
 - Service as editor of a national or international professional journal.
 - Organization of scholarly conferences or artist's symposia/workshops.
 - Active participation on editorial boards or on national or regional boards of arts organizations as well as consistent participation on local community boards.
 - External and internal funding for research or production.
 - Invited or commissioned scholarly / creative work for publication or presentation.

- Evidence of promise of a strong future record is shown through the following:
 - Development of an independent body of significant work beyond the final degree.
 - Sustained and continuous growth in significant research/artistic practice and creative work.

Departmental Criteria for Tenure – Teaching

Candidates for indefinite tenure must be effective teachers. Effectiveness in teaching is assessed from the candidate's contributions to the overall teaching mission of the university in general and the department in particular.

“Effective” means that a candidate enables or produces the intended result of student learning. Specifically, candidates should demonstrate course-appropriate content expertise and an ability to transmit such knowledge to students through effective instructional design, delivery, and assessment. Instructional design includes the ability to create, sequence, and present experiences that lead to learning. Instructional delivery refers to the skills that facilitate learning in a respectful environment. Assessment refers to the use of tools and procedures for evaluating student learning, including appropriate grading practices.

“Teaching” is not limited to classroom instruction. It includes other forms of communicating knowledge (to both registered University students and persons in the extramural community) as well as supervising, mentoring, or advising graduate or undergraduate students whether individually or in groups. Teaching also includes providing pedagogical training, cultural competency or diversity training, teaching workshops or other kinds of public education and information-sharing will also be valued in consideration of tenure.

Documentation

- Faculty peer review: Methods of evaluation include direct classroom observation of at least two courses, review of syllabi, statements of goals and objectives, methods employed, assignments, exercises, rubrics and examinations prepared for courses. Peer reviews use best practices to mitigate unfair or biased observations/results.
- The quantity and level of class loads, and numbers of students registered for courses on the final grade list.
- Review of contributions made to the curriculum of the unit, such as development of courses, course sequences, new areas of instruction, major/minor sequences, substantive refinements of courses, and

uses of new technology. Such contributions may be made individually by the candidate or result from participation in committees or workshops devoted to curriculum development and assessment.

- Development of instructional material, including but not limited to computer software, compilations of readings, course guides for Independent Study courses, and publication of textbooks.
- Assessment of syllabi, quizzes, assignments, rubrics and tests.
- Student Rating of Teaching: The primary method of student rating is through course rating forms. SRT results will be reviewed using best practices to mitigate unfair or biased observations/results. Additionally, evaluations may be obtained from students once they have graduated.
- An upward trajectory in the assessment of teaching over time by students and other measures of success.
- Evidence of effective advising and mentoring degree candidates at the undergraduate level; for example, evidence concerning the supervision of Honors theses, Directed Study, Independent Study, BIS and IDIM mentorship, McNair, UROP, or DFRACS supervision, and Senior Projects.
- Advising and mentoring students through the graduate school application process.
- Successful completion of professional development activities from within or outside of the university in the area of teaching
- Teaching awards and other formal recognitions of teaching excellence.
- Development and delivery of workshops on pedagogy informed by approaches within the field at recognized venues and disciplinary conferences.
- Grants for curriculum development or for the preparation of instructional materials.
- Noteworthy contributions to the teaching and advising mission of the unit, such as service as Director of Undergraduate Studies or Director of Graduate Studies.
- Evidence of community teaching, such as public lectures and leading K-12 professional development seminars, trainings, or workshops.
- Evidence of effective advising and/or mentoring of degree candidates at the graduate level while not required since our department lacks a graduate program, graduate level advising/mentoring is also highly valued evidence includes the advising or mentoring at the Master's, MFA, and Ph.D. level, thesis and dissertation supervision, Ph.D. oral and written preliminary exam participation, MFA final review, and professional development and job placement activities.
- Prior Service. Candidates who have previously served in regular faculty positions at accredited universities and colleges elsewhere, and for which service has reduced the maximum period of probationary service at Minnesota, should provide as much documentation from those previous institutions as possible, including any and all of the above listed forms of evidence.

Departmental Criteria for Tenure – Service

Service means that faculty as University citizens actively participate in advancing the interests of the Department of Chicano and Latino Studies, the college and University for the benefit of the institution, the profession and the community.

Service to the Department, the college, the University and the profession is an integral component of a faculty member's professional obligation. A faculty member's participation in the governance of the department, service to the college and University, and service to professional organizations and communities related to the candidate's research enhance the faculty member's professional standing, and brings recognition to the department, the college, and the University. Service is recognized as a significant contribution by faculty and is considered during tenure deliberations.

The field of Chicano and Latino Studies has a unique historical legacy and obligation for community, public and civic engagement. The Department of Chicano and Latino Studies values and honors community engagement or working collaboratively with communities on projects are reciprocal, redistributive, equitable, and transformative ; public engagement in terms of conducting research and producing new knowledge that serves the greater good; and civic engagement or maintaining a departmental commitment to public purposes and responsibilities intended to produce and strengthen a socially just and equal society. As an under-represented group, providing access to a university education is essential to our work. Additionally, community access to university human and material resources through cooperative relationships and in the dissemination of knowledge is critical for building a mutually beneficial relationship between local communities and the university. Thus the Department encourages, supports, and rewards responsible community engagement as well as public and civic engagement activities by faculty. Furthermore, we anticipate the overlap between service and engagement.

Documentation

Examples of service to the institution include but are not limited to:

- Participation in the administration and governance of the institution.
- Participation in department, college, and University committees.
- Administrative appointments in the department, college, and the University.
- Active participation in University conferences or symposia.
- Successful design and implementation of non-research grants intended to build departmental capacity.

Examples of service to the profession include but are not limited to:

- Officer or board member in a state, national, or international professional society.
- Election to prestigious state and national organizations that recognize excellence within the discipline
- Consultant or referee for professional publications
- Reviewer for grant or fellowship applications
- Panel reviewer or juror for exhibitions or performances
- Consulting services to professional organizations and government agencies
- Membership on an editorial or advisory board, or placement as a panelist or judge in peer-reviewed exhibitions and/or performances.
- The organization of meetings, workshops, symposia, exhibition, and/or performance venues.
- Refereeing book manuscripts
- Serving on advisory or policy boards

Examples of service to the community include but are not limited to:

- Outreach to K-12 schools and consultancies with non-profit organizations

- Providing expert testimony and other forms of civic engagement
- Successful design and implementation of non-research grants intended to build department-university collaborations and promote civic engagement.
- Advising student organizations
- Speaking engagements
- Acting as consultants for community, government, or private organizations
- Membership on the advisory board of a community, government, or private institution
- In-service workshops

Departmental Criteria for Tenure -- Public Engagement

Definitions and general criteria for “*publicly engaged scholarship or creative work*” are characterized by partnership and collaboration with the community, rather than the community only as recipient of University attention and services. This reciprocal relationship distinguishes “*public engagement*” from “outreach” and “service.”

Public engagement work / publicly-engaged scholarship or creative work combines research, teaching, and service in projects that involve community stakeholders as co-creators and collaborators (not just recipients of services or consultation), generally with the goal of developing useful knowledge for innovations in community practices, public policies, or social change. This includes immediate responses to critical and timely issues in the community. *Public engagement* may involve activities included in interdisciplinary work, but public engagement informs and complements research, teaching, and service, mutually informing one another in one planful picture.

Public engagement can be the primary basis for tenure when it includes but is not limited to these familiar concepts of scholarship or creative work:

- Clear academic and community change goals
- Adequate preparation on content area and grounding in community
- Appropriate methods of reciprocity, redistribution, transparency, and equity
- Significant results: Impact on the field and the partner community, including intangible results
- Effective presentation/dissemination to community audiences
- Reflective critique: Lessons learned to improve the scholarship or creative work and community engagement
- Leadership and personal contribution
- Consistently ethical behavior: Socially responsible conduct of research

Distinction in public engagement for the granting of tenure must include *scholarly or creative products of public engagement*, such as publications, dissemination, and broad impact on the community, and national peer recognition—applying the familiar standards of excellence and peer review. But public engagement work may involve additional forms of documentation, each of which are also evaluated for originality, independence, coherence, impact, and collaborative skills, e.g.;

- Descriptions of sustained programs, projects, and partnerships, including details about the process and collaborative relationships involved
- Products such as videos, websites, or educational manuals.
- Popular media, with information on types of media, populations reached, circulation, influence, citations
- Summary of public influence such as involvement in policy development, policy changes, new laws, or changes in agency practices
- Multiple, complementary products integrating teaching, research, and service, e.g., a package containing a refereed journal article, community education materials and facilitation tools, and media stories—all emerging from one collaborative project.
- Summary of involvement of community stakeholders as collaborators and co-creators of projects

Additional documentation such as this for *public engagement work* may be different than for traditional disciplinary scholarship, but evaluation of these products is not held to lower standards than traditional disciplinary activities. Determining whether certain products meet these evaluation criteria may require efforts by tenured faculty to determine the standards of quality in unfamiliar areas and to locate peer reviewers who can evaluate these products by the best contemporary standards.

University Standard – Criteria for Promotion to Professor

Regents Policy on *Faculty Tenure*, Section 9.2, Criteria for Promotion to Professor

The basis for promotion to the rank of professor is the determination that each candidate has (1) demonstrated the intellectual distinction and academic integrity expected of all faculty members, (2) added substantially to an already distinguished record of academic achievement, and (3) established the national or international reputation (or both) ordinarily resulting from such distinction and achievement [8]. This determination is reached through a qualitative evaluation of the candidate's record of scholarly research or other creative work, teaching, and service [9]. The relative importance of these criteria may vary in different academic units, but each of the criteria must be considered in every decision. Interdisciplinary work, public engagement, international activities and initiatives, attention to questions of diversity, technology transfer, and other special kinds of professional activity by the candidate should be considered when applicable. But the primary emphasis must be on demonstrated scholarly or other creative achievement and on teaching effectiveness, and service alone cannot qualify the candidate for promotion.

Regents Policy on *Faculty Tenure*, Footnotes to Section 9.2

"Academic achievement" includes teaching as well as scholarly research and other creative work. The definition and relative weight of the factors may vary with the mission of the individual campus. Not being promoted to the rank of professor will not in itself result in special post-tenure review of a tenured associate professor.

The persons responsible for this determination are the full professors in the unit who are eligible to vote. The outcome of the vote is either promotion to the rank of professor or continuation in rank as an associate professor. The procedures for voting are identical to those outlined in Section 7.4 for the granting of indefinite tenure, the nondisclosure of grounds for the decision (Section 7.5), and the review of recommendations (Section 7.6). In addition, a petition to the Judicial Committee for review of a recommendation of continuation in rank as an associate professor follows the procedures specified in Section 7.7 for decisions about promotion to associate professor and conferral of indefinite tenure.

Departmental Criteria for Promotion to Professor

Promotion to Professor indicates the attainment of distinction within one's field and the highest academic achievement. To be promoted to a professor, candidates must have produced scholarship of sufficient distinction and merit to place them at a high level of standing within Chicano and Latino Studies and/or related disciplines in which they connect their field of expertise to Chicana/o-Latina/o Studies.

Candidates must have outstanding records of scholarship and be recognized as having made widely recognized and original, substantial, and/or pioneering marks on their disciplines. Normally, this implies that the candidate has built a respected national or international reputation during his or her career on the basis of original contributions and accomplishments in advancing a particular discipline's field of knowledge. As a field of U.S. Ethnic Studies, the standard of achieving international distinction may not

be an appropriate measure of distinction. In the field of service, markers of national distinction include service as a reviewer of manuscripts, editorial committees, an officer in a national organization and other activities delineated in the criteria for promotion section of this document. All associate professors are strongly encouraged to work toward promotion to the rank of professor (See Section 7.11 of the Regents Policy on *Faculty Tenure*).

Documentation

The forms of evidence used to justify promotion to professor are the same as those used to justify promotion to associate professor in the areas of research, teaching, and service. A higher level of achievement in all three domains, as measured by the distinction, significance, and impact of the research and artistic work, teaching, and service, is required. Regular, high-quality teaching advising, and/or mentoring of M.A. and Ph.D. students, in addition to undergraduate instruction and advising, is expected, and service contributions to the department, college, University, and profession should be substantial and significant.

Review of Tenured Faculty Performance in the Department of Chicano and Latino Studies

Introductory Statement

Section X of this document, Review of Tenured Faculty Performance, is an implementation of the administrative procedure *Procedures for Reviewing Candidates for Tenure and/or Promotion: Tenure-Track and Tenured Faculty*, section VI. Annual Review of Tenured Faculty (Post-Tenure Review).

Goals and Expectations for Tenured Faculty in the Department of Chicano and Latino Studies

In accordance with Section 7a.1 of the Regents Policy on *Faculty Tenure*, the Department of Chicano and Latino Studies has established the following goals and expectations for tenured faculty. The goals and expectations for tenured faculty in the Department of Chicano and Latino Studies are similar to the criteria for tenure and promotion to associate professor, and promotion to professor.

Tenured faculty in the Department of Chicano and Latino Studies are expected to continue to be recognized and remain visible within her or his domain of research or artistic practice and to make significant intellectual contributions to Chicano and Latino Studies scholarship. Faculty must continue to produce a body of research or artistic work that is openly available, scholarly, creative, and of high quality and significance. Faculty members are expected to display evidence of research activity in the form of conference, colloquia, or invited papers; published book chapters or journal articles; material shared through internet journals or other scholarly research sites; published co-authored or collaborative research; research grants secured; material submitted for review by editorial boards of scholarly publications; material published in various outlets for public scholarship relevant to the field; material shared through any other mechanism which makes it available to the larger community of scholars, activists, organizers, historical site collections, or exhibition or presentation of literary, audio, and visual works. There may be years in which no material is actually published, but the department's expectation is that over a three year period some materials will be published, or there will be convincing evidence of substantial progress toward important publication, or the faculty member will have made some significant contribution to the field in the form of plenary talks, conference or symposia organization, or continued engagement in community projects or artistic endeavors in keeping with our mission statement.

Tenured faculty are also expected to remain effective teachers and to be actively engaged in the communication of knowledge and the supervision, mentoring, or advising of undergraduate students as well as some graduate mentorship. Tenured faculty will offer well-constructed and clearly presented courses based upon current scholarship at the undergraduate level and engage in directed study opportunities at the graduate level. Faculty members will also be accessible to students in their courses for consultation at regularly scheduled office hours. At the graduate level, faculty will mentor and guide students, communicating the current state of knowledge in their fields of specialization. Faculty members will normally offer senior seminars on a rotating basis as required or justified by the department program and student interest. They will also advise or serve on committees of M.A. and Ph.D. students and direct Ph.D. students in dissertation research in their affiliated departments. Each faculty member is expected to provide evidence of student rating (Office of Measurement Services forms) of all courses she/he offers and to display through a combination of that evidence, course syllabi, and results from self-prepared surveys of student appraisals (where appropriate) that her or his quality of instruction is of adequate or higher standard.

Tenured faculty will remain actively involved in the profession of Chicano and Latino Studies. They will be expected to participate in scholarly meetings with reasonable frequency and engage in such activities as editorial service for professional journals, conference planning, and service in professional associations. Professional service may include the evaluation of manuscripts submitted to scholarly journals and presses; assessment of applications to national grants agencies; and involvement in the evaluation of scholarship and standing of individuals for tenure and promotion considerations at other institutions. Tenured faculty are also expected to contribute regularly to the governance and administration of the department, college, and University; to participate actively in advancing the interests of the Department of Chicano Studies, the College of Liberal Arts and University for the benefit of the institution, the profession, and the community. Tenured faculty will also be involved in community, public and civic engagement projects in accordance with our mission statement.

Annual Post-Tenure Review Process

The Department of Chicano and Latino Studies expects that its tenured faculty will be regularly active in all three domains, research or artistic practice, teaching, and service. Each tenured faculty member's performance will be evaluated annually by the department's chair and its tenured voting faculty to award merit. In accordance with Section 7.a.2 of the Regents Policy on *Faculty Tenure*, a faculty

member who falls substantially below the goals and expectations in one or more of those domains will be informed in writing (by the department chair and an elected merit review committee of tenured faculty) of her/ his performance and will be informed of steps that should be taken to improve and meet the department's goals and expectations in all three domains within a specified period of time (at least one year from the date of the letter to the faculty member).

When a tenured faculty member's performance is judged substandard, a process will be initiated at which time:

- a good-faith effort will be made to assemble all material relevant to the alleged deficiencies to which the faculty member has the right to add any information he/she considers relevant;
- a committee of 3-4 peers of equal or higher rank from within and outside the department will be elected by the department to review the materials and to make recommendations to enhance the faculty member's performance;
- a memorandum will be sent to the faculty member from the department chair and the elected faculty committee that specifies the deficiencies, summarizes the recommendations for improvement, and establishes a time-table within which the faculty member must address the problems (at least one year from the date of the letter to the faculty member); and in consultation with the chair, the faculty member will be asked to submit in writing a time-specific plan that defines how he or she intends to remedy the deficiencies before the end of the specified time period in the letter.

At the end of the specified period for meeting goals and expectations, another formal evaluation of the faculty member's performance will be initiated by the department chair in concurrence with the committee. If both the department chair and the committee agree that the faculty member's performance remains "substantially below the goals and expectations" of the department, a request will be made to the dean to initiate a special review at the college level at which point further actions may be taken as outlined under Section 7a.3 of the Regents Policy on *Faculty Tenure*.

Special Post-Tenure Peer Review Process

The special peer review of a tenured faculty member at the dean's level follows the process outlined in Section 7.a.3.

Exception For New Parent Or Caregiver, Or for Personal Medical Reasons

The maximum period of probationary service will be extended by one year at the request of a probationary faculty member:

On the occasion of the birth of that faculty member's child or adoptive/foster placement of a child with that faculty member; or

When the faculty member is a major caregiver for a family member[2] who has an extended serious illness, injury, or debilitating condition. A faculty member may use this provision no more than two times; or

When the faculty member has an extended serious illness, injury, or debilitating condition.

The request for extension must be made in writing within one year of the events giving rise to the claim and no later than June 30 preceding the year a final decision would otherwise be made on an appointment with indefinite tenure for that faculty member.

Appendix B – Section 7.12 of the Regents Policy on *Faculty Tenure*

7.12 Departmental Statement. [6] Each department or equivalent academic unit must have a document that specifies (1) the indices and standards that will be used to determine whether candidates meet the threshold criteria of subsection 7.11 (“General Criteria” for the awarding of indefinite tenure) and (2) the indices and standards that will be used to determine whether candidates meet the threshold criteria of subsection 9.2 (“Criteria for Promotion to Professor”). The document must contain as an appendix the text and footnotes of subsections 7.11 and 9.2, and must be consistent with the criteria given there but may exceed them. Each departmental statement must be approved by a faculty vote (including both tenured and probationary members), the dean, and other appropriate academic administrators, including the Executive Vice President and Provost. The chair or head of each academic unit must provide each probationary faculty member with a copy of the Departmental Statement at the beginning of the probationary service.

Approval and Revision History

Revision:

June 2021 - Revised to provide greater clarity in definition of indices and criteria related to promotion and tenure in areas of public engagement and creative engagement. Minor revisions throughout the document for readability and updated references.

Approved by Department of Chicano and Latino Studies on 5/26/2021

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