

California State University, Stanislaus
Ethnic Studies Elaborations
Revised Elaborations effective August 2017
URPTC Approved Spring 2017

Ethnic Studies Retention, Promotion and Tenure Elaborations

The following R.P.T. elaborations for the Ethnic Studies program are submitted for consideration of approval by the University Retention, Promotion and Tenure Committee, 2017-2018. These elaborations have been reviewed and approved by all faculty members of the Program. The criteria for review are prioritized as Teaching Proficiency, Program Leadership and Development, Scholarship or Other Creative Activities, and Service. Since teaching, program leadership, scholarship, and service are mutually supportive, we recognize that there may be some overlap in activities among these criteria.

I. Teaching Proficiency

Due to the centrality of teaching to the mission of the CSU and the Ethnic Studies program, the primary criterion in evaluating candidates for retention, promotion, and tenure is teaching proficiency. One indicator of teaching effectiveness may come from the standardized, University mandated evaluations by students. Other indicators may come from student letters, course and teaching evaluation forms developed by the department or by individual instructors, course syllabi, and/or sample assignments. The program recognizes the fact that faculty members have different approaches and techniques in teaching. Nevertheless, the following guidelines will be considered when evaluating each person's development and proficiency in teaching.

Criteria for Teaching Proficiency include:

Teaching effectiveness as measured by:

- student input
- IDEA evaluations
- currency and relevance of course materials to the discipline of Ethnic Studies
- course syllabi and instructional materials that are accurate, clear, and align with the program learning outcomes.
- teaching that promotes experiential learning and the personal and intellectual growth of students
- teaching that communicates and distills the fundamental concepts, principles, and methods of Ethnic Studies.
- awards, honors, and recognition

In addition to teaching effectiveness, we believe our faculty should:

- actively advise students through one-on-one sessions, group advising, office hours, and email-communications.
- assist students with career or graduate school opportunities such as writing letters of recommendation, connecting students with graduate programs and/or mentors, reviewing statements of purpose and other materials, and

facilitating career opportunities.

- mentor students in professional development including, but not limited to: individual study projects, student research, internships, community projects, publications or conference presentations.

Additional criteria for teaching proficiency may include:

- participation in activities that contribute to student success or enrichment (community projects and engagement, invited guest lecturer, campus events, etc.).
- service on Graduate Thesis/Project Committees.
- professional development in teaching through attendance in workshops or trainings.

Program leadership and development is also considered a critical component of teaching effectiveness. Faculty undergoing RPT review are expected to serve in a leadership role and/or contribute to program maintenance and review through the following activities:

- service as director of the program.
- recruiting students as Ethnic Studies majors and minors.
- program maintenance and development as demonstrated through curriculum development (i.e. creating new courses and/or modifying existing courses), program revisions and evaluation (i.e. the Annual Assessment Report, Academic Program Review), program assessment, course scheduling, hiring and evaluating lecturers, grant writing, advocating and providing visibility of the program at the college, university, and community levels, and implementing programming relevant to Ethnic Studies.

II. Research, Scholarship and Creative Activity

The program affirms that scholarly productivity and involvement in professional activities are essential elements for faculty undergoing review in Ethnic Studies. Productivity is evidenced by continuous scholarly activity and intellectual growth that can be demonstrated in a number of ways as described below:

Criteria for Scholarship and Creative Activities include:

For tenure and promotion to the rank of associate professor, an assistant professor is expected to produce at least two publications, either single authored or co-authored (with the candidate as first author in one of these publications). One of the publications must be peer-reviewed and the other scholarly work can include a book chapter, editing an anthology or other academic volume, producing a creative project, such as a film.

In addition to publications, candidates are expected to engage in a range of professional activities that include (but are not limited to) the following:

- Scholarly research papers presented at professional conferences.
- Reviewing or editing journal or book manuscripts.

- Grant proposals for funding research, creative activities, or pedagogy related to the candidate's specialty.

III. Service

The program recognizes and values leadership and/or active participation in positions at the college level, university level, and in the wider community.

Active participation in university affairs can be evaluated by the extent to which a faculty member shows leadership or a high level of commitment to the department, college, and/or university. Active participation in the wider community can be evaluated by participation and engagement in the larger community, and membership and participation in professional organizations.

Criteria for Service include:

- University service as demonstrated by membership on university, college, and departmental committees, participation in university-sponsored programs (i.e. Faculty Mentor Program, International Student Program, Cesar Chavez Committee), and/or advisor to student organizations.
- Community service as demonstrated by participation in community organizations, boards, councils, community advocacy and engagement, and/or building community partnerships. **These are highly valued activities intended to promote Ethnic Studies' role and visibility in the local community(ies) and region.**
- Membership and participation in professional organizations such as organizing, chairing a panel, or serving as a panel discussant at professional conferences.

Promotion from Associate Professor to Professor:

Promotion from Associate Professor to Professor will be based on the requirements above, plus leadership and excellence in at least one of the categories above.

- Leadership and excellence in the area of teaching can be demonstrated by success in teaching, advising, and mentoring (admission of students into graduate programs, publications or professional presentations by students, student input and evaluations, awards, honors, and recognition for excellence in teaching, advising, and mentoring). In addition, active participation, service, and contribution to the campus community in teaching and learning also contribute to leadership and excellence in teaching (participation in activities that contribute to student success or enrichment in the campus and wider community, service as graduate thesis committee member or chair, professional development in teaching, etc.)

- Leadership and excellence in the area of program development can be demonstrated by success in program growth and development (significant contributions as program director, implementing relevant programming, program maintenance and review, organizing on and off campus events, building strong community partnerships, program advocacy, curriculum development, student recruitment, increasing program majors and minors, etc.)
- Leadership and excellence in the area of scholarship and other creative activities can be demonstrated by success in professional productivity and involvement in professional activities including: one or more authored or co-authored publications that are relevant or leading scholarly sources in the discipline, editing a journal or essay collection, accepting requests to review articles or books, being invited to speak on their scholarship, receiving a grant, or by producing scholarly work for the field of Ethnic Studies.
- An excellent service- oriented faculty would have a leadership role in the university and/or wider community, or have made some other significant contribution to the improvement of university life or the presence of the university in the community and vice versa.

IV. Professional Preparation

Normally, the candidate will not be recommended for tenure or promotion without a Ph.D. in Ethnic Studies, Native American Studies, Chicano/Latino Studies, African American Studies, Asian American Studies, or a Ph.D. in the Social Sciences or Humanities that demonstrates an equivalency of Ethnic Studies research.