

Latina/Latino Studies Department

Retention, Tenure, and Promotion Guidelines

Approved by the Provost on May 13, 2019 and effective Fall 2019

All faculty should follow the retention, tenure, and promotion guidelines as required by University Policy on Retention and Tenure and outlined in the SFSU Faculty Manual. Faculty should prepare their WPAF accordingly and under the direction of the Department's RTP Committee. Our department's expectations for tenure and promotion to Associate and Full Professor coincide with university expectations and the guidelines below provide only further elaboration for evaluation for tenure and promotion in Latina/Latino Studies.

Teaching Effectiveness

The Latina/Latino Studies Department has standardized a 3/3 (.60) course assignment for probationary and tenured faculty. Concurrently, the University assigns 1/1 (.20) for administrative work (including department governance and student advising) and the Department assigns 1/1 (.20) for professional development. Faculty are encouraged, and will not be penalized, for securing course release through University and/or nationally competitive grants or awards or in agreement with the College Dean and Department that reduces in equivalent measure (1 course/.20 time) the expectations of a faculty member's normative teaching load. Faculty with joint appointments will have their normative teaching load adjusted according to their time base.

In its evaluation, the Department puts equal weight upon

- the preparation and implementation of new and innovative courses
- offering of Major/Minor courses
- offering courses that fulfill GE requirements
- integrating Community Service Learning component,
- teaching courses that are cross-listed with other units or departments

provided that course materials demonstrate engagement with student learning outcomes, currency in the field, and a commitment to social justice. This is in respect of the commitment of Latina/o Studies faculty to keep the department's curriculum intellectually vital and relevant to our community.

The Department considers student anonymous quantitative and qualitative evaluations to be suggestive of whether or not a faculty member is meeting the SETE standards for teaching effectiveness. Excellence in teaching will be gauged in reference to the College-wide average and should be better than the College-wide average for the semester under review. Quantitative scores over 2.25 indicate serious concerns. However, the final evaluation will also weigh:

- peer observations of classroom teaching;
- advising/mentoring responsibilities: the Department expects that advising will be distributed evenly among tenured/tenure-track faculty in relation to the number of Majors and Minors;
- the extent to which syllabi reflect currency in the field, up to date pedagogical approaches, and course rigor;
- syllabi compliance with Academic Senate policy;
- and the faculty member's teaching statement.

Peer observations are required once a semester for probationary faculty. Peer observation rubrics will be made available to faculty at the beginning of each semester. All peer observations will be discussed with the faculty member before being placed in the faculty member's file.

Faculty applying for promotion to Professor should demonstrate a trend towards improvement, marked by SETE scores, student comments, and peer reviews. Faculty are expected to take an increased leadership role as evidenced by activities such as mentoring junior faculty and contributing to the development of the curriculum. The statement that the candidate submits with their file should outline their pedagogical innovations and advancements.

Professional Achievement and Growth

The Department values and respects the serious, committed efforts of its faculty to make creative and scholarly contributions within their diverse fields of study. Latina/Latino Studies considers professional achievement and growth to be exhibited in a variety of ways and in multiple forums, including research, works in progress, publications, creative works, curriculum development, conference/meeting presentations in academic, creative, and community locations, community service learning, and community involvement where research is directly relevant or applied. Scholarly publications are the highest expressions of professional achievement and growth; especially articles published in peer-reviewed academic journals in a candidate's field or the single-authored publication of a university press book. Faculty can also demonstrate their research through publications, conference/meeting presentations, creative projects, published reports or grants. Candidates may reference works-in-progress provided that they also include evidence of the review process, a contract, or other documentation such as a letter from publisher. Curriculum development and community involvement, while not the highest expression of professional achievement and growth, is also valued by the department.

The RTP committee will base its final determination of professional achievement and growth on a thorough evaluation of the quality and impact of the candidate's work. In making that evaluation, the RTP committee will consider a range of factors, including, e.g. the journal's or press' reputation for defining or redefining the field(s); indicators that the publication has been widely read and recognized (e.g., citations and awards).

The Department, as a general guide, weighs creative work on par with scholarly publications, as is consistent with the character of the field. Latina/Latino Studies also values collaborative research and publication of scholarly and creative work. The contribution of a faculty member who has produced or is engaged in collaborative work will be weighed and evaluated based on their contribution; using the same criteria as a “single authored” product.

The Department expects that by the tenure review, faculty being promoted to Associate Professor will have either:

- Three single- or lead-authored, peer-reviewed journal articles in their substantive field or equivalent creative works;
- A single- or lead-authored scholarly book or creative work by a university or comparable press in the candidate’s field. All co-authored collaborative works are evaluated based on the respective contribution of the candidate to the project; or
- A comparable level of scholarly achievement demonstrated by one or two peer-reviewed, single- or lead-authored journal articles and other achievements such as the publication of an edited book by a university or comparable press; producing a scholarly manuscript that is under book contract; editing an issue of a well-regarded journal in their field; the publication of articles in editor-reviewed volumes or anthologies published by a university or comparable press or the equivalent creative works.
- Candidates whose work includes creative works should include in their WPAF evidence of production, exhibition, or publication. A publication may be a one-act play, 5-6 poems, or fifteen pages of creative prose in an established journal or anthology with an established academic or literary press. Production or exhibition of original works of art/photography, film, dance, or performance of theatre or music will be similarly weighted. Faculty will demonstrate the merit of the work by presenting evidence that it has been subject to review and criticism comparable to peer review for publication. Such review may include scrutiny and acceptance by an editor or producer, jury review in a competition, critique by respected academic peers from other institutions, and/or acceptance of the work for distribution by recognized professional or industry organizations.

The Latina/Latina Studies Department takes a comprehensive approach in assessing promotion to Associate Professor and weighs the entire body of work of an individual faculty member; assessing it in light of their unique contributions and strengths in all areas of professional achievement or growth.

The Department’s expectations of candidates seeking promotion to Full Professor are higher and more exacting than those of promotion to Associate Professor. The RTP Committee expects evidence of a culminating project that captures the rigors and

sophistication of the intellectual work of our faculty. Here we require the publication of a significant research or creative project since promotion to Associate Professor that has made a documented contribution to the field of Latina/Latino Studies evidenced by research that cites candidate's work or invitations to other scholarly collaborations. The same evaluative criteria listed above in assessing the promotion to Associate Professor are invoked in promotion to Full Professor. The Department expects candidates seeking promotion to Full Professor to have published one of the following while in rank as Associate Professor:

- One single- or lead-authored, publication of a scholarly book or creative work by a university or comparable press in the candidate's substantive field of study;
- Three single- or lead-authored, peer-reviewed articles in an academic journal focusing on issues related to the candidate's substantive field; or
- A comparable level of scholarly achievement as demonstrated by single- or lead authored, peer-reviewed articles and the combination of other scholarly or creative activities listed above.
- Expectations for creative works include, but are not limited to, one-person show, or collective show that features the candidate; or production of a full-length play, film or dance performance; or publication of a book of poetry or fiction, 48 pages minimum; or completion of a mural. The candidate must present evidence that their work was subject to review and criticism comparable to peer review, such as acceptance by an editor, director, producer, jury review in competition, invitational screening or showings from established programmers, curators or galleries. Works can also be critiqued by respected academic peers from other institutions, established individuals in the professional field, or by critics. The acceptance of work by recognized distributors or promoters for exhibition will also be considered as evidence of professional achievement and growth. The candidate must demonstrate how their creative work is received in the professional field.

Service

Latina/Latino Studies has an expansive definition of community service that includes service on and off campus. Community engagement is at the core of the Department's educational mission and values. This includes participation in Department, College, and University governance as well as collaborative working relationships with Latina/Latino communities in the academy as well as at the local, state, national and international level. Service to the field would include activities such as joining an editorial board or collaborating with other scholars at academic symposiums. These relationships do not merely "enhance" or "supplement" teaching and research, they are at the core of what Latina/Latino Studies faculty work at building into their teaching and professional growth. For Associate Professor in the creative arts field, the candidate should have a record of participating in community cultural events, either as performer or organizer. For Professor in the creative arts field, the candidate should have organized or curated

or produced a community-based cultural activity in their field. The service expectations for promotion to Professor must demonstrate that the candidate has developed their service into a leadership role as evidenced through activities such as chairing committees, taking a leadership role in university governance, holding an office in a professional society or holding an office in a community organization connected to the field of Latina/Latino Studies.

Consequently, the Department takes very seriously the faculty member's candidate statement on their work with/in the communities to which they are connected. This statement helps the Department evaluate the contributions of the faculty member in the context of their personal and professional goals as well as to situate their service within broader professional and community relationships.

In addition to the candidate's statement, the Department may also consider peer, student, and community letters of support and the type of responsibilities and time-demands assumed within professional and community organizations. The Department considers both professional and community-based service to be of equal importance and relevance to teaching and professional development.