

Promotion and Tenure Guidelines

PREAMBLE

This document delineates the criteria for promotion and tenure for the Chicana and Chicano Studies department. The guidelines are based on the UNM Faculty Handbook Section B titled “Policy on Academic Freedom and Tenure” and Section B2 titled “Faculty Ranks and Titles.” Section B 1.2 Categories for Faculty Performance Evaluations outlines the categories in which faculty performance will be evaluated as the following:

Teaching
Scholarly Work
Service
Personal Characteristics

Unlike other traditional disciplines in the academy, Chicana and Chicano Studies programs came as a result of extensive community involvement and engagement. Therefore, in this department community engagement and community-engaged scholarship weighs favorably in a faculty’s case for tenure.

A. Scholarship/Creative Work/ Professional Writing

The Department of Chicana and Chicano Studies draws on the statement in the Faculty Handbook (Section B 1.2.2.a Scholarly Work) that: “The term *Scholarly Work*, as used in this Policy, comprises scholarship, research, or creative work. *Scholarship* embodies the critical and accurate synthesis and dissemination of knowledge. The term *research* is understood to mean systematic, original investigation directed toward the generation, development, and validation of new knowledge or the solution of contemporary problems. *Creative work* is understood to mean original or imaginative accomplishment in literature, the arts, or the professions.” As an interdisciplinary department, Chicana and Chicano Studies recognizes that individual faculty members pursue diverse research and scholarly trajectories. Moreover, the department values research that centers collaborative and community-engaged scholarship that leads to “the solution of contemporary problems,” as cited in Section B 1.2.2.a, and advances the well being of communities.

Evaluation of scholarship, research, and creative work will be based on the following:

1. Books authored or co-authored
2. Books edited or co-edited

3. Single or co-authored articles and essays in peer-reviewed publications adhering to expectations in the Arts, Humanities or Social Sciences
4. Articles, poems, plays, stories, refereed publications, anthologies, edited volumes in peer-reviewed publications.
5. Performance, productions, and exhibitions involving substantial scholarly, research or creative contributions.
6. Public and community-engaged scholarship (including professional reports, public policy working papers and articles in popular news venues)
7. Invited or refereed talks, presentation, and readings to professional meetings
8. Other writings including in encyclopedias or compendiums
9. Book reviews
10. Journal editing
11. Research funding, fellowships, grants, awards
12. Work in progress

Cases for tenure and promotion will involve published and ongoing work in at least the first or second category and a combination of works from the third, fourth, fifth, or sixth categories. Research credit may be given for scholarship that overlaps between the sixth and the first five categories.

To be considered for tenure, a faculty member should present a book manuscript or an equivalent of several peer-reviewed journals and additional publications in the third, fourth, fifth, and sixth categories.

The entire academic record of each candidate for promotion and tenure reviews will be considered; however, emphasis will be given to activity since joining the Department, or since the last milestone review.

B. Teaching

In evaluating teaching, the Department of Chicana and Chicano Studies draws on the statement in the Faculty Handbook (Section 1.2.1 Teaching) that, "Effective teaching is one of the primary qualifications for promotion and tenure. The educational experience provides a student with an increased knowledge base, an opportunity to develop thinking and reasoning skills, and an appreciation for learning. An effective teacher is best characterized as an individual who successfully promotes these goals."

A faculty member's dossier and self-evaluation in the category of teaching may include any of the following:

1. Course materials (syllabi, assignments)
2. Course evaluations
3. In-class observations by faculty colleagues
4. Student outcomes assessment
5. Student mentoring and supervision

6. Solicited letters from students
7. Class enrollments
8. Documented recognition by peers, organizations, or professional associations
9. Involvement in curriculum development
10. Involving students in academic research

C. Service

In evaluating service, the Department of Chicana and Chicano Studies draws on the statement in the Faculty Handbook (Section 1.2.3.a.1) that: "Professional service consists of those activities performed within the academic community that are directly related to the faculty member's discipline or profession." In addition, the Faculty Handbook (Section 1.2.3.a.1) states that: "Public service consists of activities that arise from a faculty member's role in the University. These activities normally involve the sharing and application of faculty expertise to issues and needs of the civic community in which the University is located." Therefore, faculty service to the University, to the faculty member's profession and to the local, national, and international communities beyond the University is reviewed in this category.

Evaluation of service will be based on the following:

1. Service to the department and to the field of Chicana and Chicano Studies
2. Service to the university
3. Community engagement

Measures of service include:

1. Membership on department, college, and/or university committees. Serving as chair of a committee indicates greater committee responsibility than serving as a member of a committee.
2. Administrative appointments in the department, school, or university.
3. Membership on local, state, regional, national, and/or international professional organization committees and/or service to committees of advocacy organizations, community-based volunteer groups, and community non-profit organization committees; serving as chair of one of these committees is recognized as a greater responsibility than serving as a member.
4. Service to a local, regional, state, federal, governmental agency, board, or government-sponsored organization.
5. Responsibility for organizing and/or conducting a local, regional, national, and/or international conference, conference session, panel, or workshop.
6. Serving as a peer reviewer of books submitted to a press, articles submitted to refereed journals, non-refereed journals, or papers submitted to a conference.
7. Appointment as a consultant with defined responsibilities to a local, regional, national, and/or international professional organization, advocacy

- organization, community-based volunteer group, or community non-profit organization.
8. Appointment as an academic or accreditation reviewer of a university program or school.
 9. Presentations given before public audiences outside of the university campus.
 10. Public advocacy efforts in support of public or community initiatives.

Assistant Professors should primarily concentrate on teaching and scholarly or creative work. However, some service to the department and university is expected, including participation in required faculty and subject-area meetings and a limited amount of service on departmental committees such as the Personnel Advisory Committee, Executive Committee, Promotion and Tenure Committee, or Curriculum Committee.

[NOTE: These guidelines were approved on January 29, 2016.]