

Department of Critical Race, Gender and Sexuality Studies RTP Criteria and Standards
Approved by the Committee on Faculty RTP Criteria and Standards, May 2016

Critical Race, Gender and Sexuality Studies Department RTP
Criteria and Standards **-5/13/16**

Standards and Criteria for Retention, Tenure, and Promotion
Humboldt State University--CRGS Department

The members of the Department of Critical Race,
Gender, and Sexuality Studies approved the following
teaching, scholarly, and service activities as applicable
to the Retention, Tenure, and Promotion (RTP) process
pursuant to Appendix J of the Faculty Handbook.

The Critical Race, Gender and Sexuality Studies Department is committed to helping faculty colleagues succeed in their teaching, scholarly/creative activities, and service. The tenured and tenure-track faculty in the department have voted to approve the following departmental criteria and standards for all three areas of the retention, tenure, and promotions (RTP) process. We regard this as a living document meant to enhance, clarify, and /or interpret—but not to replace or supersede—the broader standards outlined in Appendix J of the HSU Faculty Handbook (revised August 2014). We understand issues may arise which we did not anticipate and that this document does not adequately address. In such instances, the IUPC and the RTP candidate should indicate how and why it was necessary to depart from the guidelines below.

I. Teaching Effectiveness (regarding Appendix J, IX.B.1.a.1-8)

(1) Candidates for tenure and **promotion to Associate Professor** are expected to reflect on student learning and on their own teaching effectiveness (based on student and peer evaluations) and on how they have considered and instituted improvements throughout the probationary period. These reflections should be placed in the appropriate section of their PDS.

In addition to reflections on student learning and on their own teaching effectiveness in their courses, and how they have considered and instituted improvements in their courses, candidates for **promotion to Professor** are expected to demonstrate further teaching excellence by, for example, solidifying/expanding their teaching repertoire by developing new course topics, adding new courses to the catalog, adopting/developing new pedagogical techniques, modes of instruction, team-teaching, or other similar activities.

(2) Student learning objectives related to the specific content of each course will be defined by candidates' syllabi. Additionally, the CRGS department has identified general learning objectives for the curriculum as a whole. Candidates are expected to address, in their narrative comments, the specific ways in which they teach to their

course-specific learning objectives. Narrative comments should also address how each course contributes to departmental objectives. It is not expected that every departmental objective will be applicable to every course. Candidates are expected to submit syllabi and sample assignments/exams to the CRGS IUPC in a supplementary binder or electronic file.

(3) Candidates' participation in professional development activities will be demonstrated by candidates' statements and evaluated through direct observations of candidates' classroom teaching and through evaluations of candidates' supplementary binders or electronic files.

(4) For probationary faculty, it is the responsibility of the IUPC to arrange for multiple peer reviews of each 3-4 unit course every semester. It is expected that CRGS probationary and tenured faculty members will conduct classroom observations and write peer evaluations of teaching. Both upper and lower division courses should be visited and evaluated.

(5) Candidates are expected to advise students as described by IX.B.1.a.6.

(6) The CRGS IUPC is expected to solicit and collect written and signed statements from students regarding all faculty eligible for promotion or reappointment.

(7) Per the CBA and Appendix J, all faculty members are expected to have every 3 or 4 unit course evaluated by students, every semester. One-unit courses can be evaluated by students at the discretion of the instructor.

II. Scholarly/ Creative Activities

A. Activities to be assessed:

1. The field of Critical Race, Gender and Sexuality Studies is inherently inter- and trans-disciplinary, and therefore our standards must be relevant for faculty from a diverse range of professional and disciplinary backgrounds. In addition, there is a long tradition of activist research and community-based research initiatives within the fields that comprise Critical Race, Gender and Sexuality Studies. These guidelines therefore reflect a broad definition of scholarship and creative activities that

encompasses the range of methodologies, audiences, and goals of research practices in the field. We understand scholarship to require some form of peer review and dissemination.

The CRGS Department recognizes interdisciplinary and intersectional research as the most original (though not necessarily the most valuable) contribution a faculty member can make to our fields of study. We recognize the value of reviews, textbooks, encyclopedia entries, performances, presentations, monographs, etc. Moreover, we recognize as scholarship activities that draw on scholarly expertise but do not result in a publication, such as refereeing, editing, and commenting on the scholarly work of others (individual candidates shall make the case whether these kinds of activities constitute "scholarly" or "service" achievements and provide evidence for such in their WPAF). In addition, the department recognizes the value of community-based research and collaborations with community-based organizations that produce reports, public hearings, and/or substantive engagement with community members, which are often a good indication of a faculty member's standing and respect in the field and should not be considered lightly. We also recognize the value of Creative Activities and the Arts as part of trans-disciplinary work

2. Per Appendix J (VII.A.1.b), CRGS considers it highly recommended but not required for candidates applying for tenure and/or promotion to solicit and submit as part of the WPAF written evaluations of their scholarship/creative activities from experts in their fields at other institutions. This kind of "outside" evaluation is desirable but not required for retention or post-tenure review.
3. The following are all nationally recognized scholarly/creative activities. There is no expectation that candidates should engage in most of these, much less all of these. Regarding "publications:" On-line venues are considered as valid as printed venues, and manuscripts that have been accepted for publication or dissemination in writing, or which have a written contract for publication/

dissemination by a journal, press, gallery, or other venue, are to be considered published, even if they have not yet appeared in print. In no particular order, examples of scholarship/creative activities include:

- a) Translating a published work: Book, article, or document;
- b) Publication of an article or book review essay in a peer reviewed academic journal, of a chapter in a peer reviewed book;
- c) Curating or writing text for an exhibition, gallery, or museum;
- d) Publication of papers in conference proceedings;
- e) Publication of encyclopedia entries, book reviews, and similar short projects based on secondary research;
- f) Serving as a series editor or a special issue journal editor.
- g) Publication resulting from consulting outside agencies (government, foundations, museums, research institutes);
- h) Publication of a peer reviewed book by an academic press, publication of a book with a trade press, publication of a textbook, or publication of a volume of collected essays as content editor;
- i) Delivering a paper as a keynote speaker at a major conference;
- j) Publication of a critical edition, reprint or documentary collection, as editor, with introduction;
- k) Presenting a paper at a conference, or delivering an invited lecture on scholarly work;
- l) Speaking on a panel or commenting on a session at a conference;
- m) Co-authored book published with a university press or other major publisher;
- n) Digital scholarship such as websites employing new technologies to address a scholarly or artistic question; a highly trafficked and influential scholarly or creative blog; software;
- o) Participation in Scholar-in-Residence programs at colleges or universities, museums, or non-profit agencies;
- p) The receipt of grants or awards supporting a candidate's work;
- q) Participation and/or leadership roles in creative cooperative efforts, for example, group exhibitions,

- and other collaborative creative projects;
- r) Participation and/or leadership roles in scholarly seminars and workshops, such as the School of Criticism and Theory's Summer Session at Cornell;
 - s) Exhibit, installation, and/or performance of creative arts;
 - t) Creative publications, including digital creative work.
4. We recognize two kinds of scholarly work: **currency and engagement** and **dissemination**; both are required for faculty to achieve tenure and promotion.
 5. For the CRGS Department and for this document, **currency and engagement** means an average of at least one per year of scholarly or creative activities such as: book reviews, conference presentations, encyclopedia articles, consultancies for community-based research projects, or engagement in artistic activities such as contributions to publications, presentations or performances. **Intense engagement** means an average of two or more of these activities per year.
 6. **Dissemination**, or publishing scholarship and creative activities, is a very lengthy process. Given these constraints, within a probationary period, one article-length publication, (such as a journal article, a chapter in a book, an introduction to a book, a review article, etc.); one peer-reviewed significant community-based research project; or for scholar-artists, one completed significant creative project_during the probationary period represents a significant level of achievement that is acceptable for tenure and promotion to associate professor. For an artist, one major project, gallery show, exhibition, performance, or publication is a substantial achievement.
 7. For the CRGS Department and for this document: **Peer review** means that other scholars or artists with expertise in the appropriate field will evaluate a scholarly or creative work before publication or dissemination. (Appendix J, IX.B.2)
 8. Grants can be scholarship or service, depending on the purpose of the grant and whether or not it leads to research/scholarship or creative activities

B. Examples of accomplishments meeting criteria and standards for tenure and promotion to **Associate Professor**:

Minimum Essential:

- a. Currency and engagement in one's field, demonstrated by an average of **one** per year of scholarly or creative activities , **and**
- b. Dissemination of scholarship through **one** article-length peer reviewed publication or its equivalent.

Good:

- a. Intense engagement in one's field, demonstrated by an average of **two** scholarly activities per year **and**
- b. Dissemination of scholarship through **one** article-length peer reviewed publication or its equivalent.

OR

- a. Currency and engagement in one's field, demonstrated by an average of **one** scholarly or creative activity per year, **and**
- b. More substantial dissemination scholarship of through **two** article-length peer reviewed publications or the equivalent.

Excellent:

- a. Intense engagement in one's field, demonstrated by an average of **two** scholarly activities per year **and**
- b. More substantial dissemination of scholarship/creative activities through **two** article-length peer reviewed publications or the equivalent.

OR

- a. Currency and engagement in one's field, demonstrated by an average of **one** scholarly or creative activity per year **and**
- b. Very substantial dissemination of scholarship/creative activities, such as **three** significant peer reviewed article-length publications, three substantial peer reviewed creative projects, or three substantial peer reviewed community based research projects **or one**

book-length peer reviewed publication (such as a monograph, a textbook, an anthology or encyclopedia [as editor], etc.) during the probationary period.

C. Examples of accomplishments meeting criteria and standards for promotion to the rank of **Professor**:

Minimum Essential:

- a. Currency and engagement in one's field, demonstrated by **seven** scholarly or creative activities **and**
- b. More substantial dissemination of scholarship through **two** article-length peer reviewed publications or the equivalent.

Good:

- a. Intense engagement in one's field, demonstrated by **ten** scholarly activities **and**
- b. More substantial dissemination of scholarship through **two** article-length peer reviewed publications or the equivalent

Or

- a. Currency and engagement in one's field, demonstrated by an average of **seven** scholarly or creative activities **and**
- b. Very substantial dissemination of scholarship/creative activities, such as **three** significant peer reviewed article-length publications or the equivalent.

Excellent:

- a. Intense engagement in one's field, demonstrated by **ten** scholarly activities **and**
- b. Very substantial dissemination of scholarship/creative activities, such as **three** significant peer reviewed article-length publications, three substantial peer reviewed creative projects or three substantial peer reviewed community based research projects **or one**

book-length peer reviewed publication (such as a monograph, a textbook, an anthology or encyclopedia [as editor], etc.) during the probationary period.

III. Service

A. Activities to be assessed:

1. See Appendix J IX.B.3.a-g.

B. Tenure-track faculty are expected to carry out normal duties, such as regularly attending convocation and commencement and department events (such as department meetings, majors meetings, writing peer evaluations for colleagues and letters of reference for students, and working collaboratively and collegially with colleagues. Candidates who consistently fail to carry out these duties shall not receive a positive recommendation for tenure/promotion. These activities are not classified as "service activities."

C. Candidates are expected to demonstrate through description (PDS) and collegial letters that their service was worthwhile and that their participation was active.

D. Serving as department chair or in other positions for which reassigned time is allotted will be considered "Type III service" (see below) to the extent that the duties exceed the reassigned time, as evidenced in the candidate's PDS and in collegial letters.

E. Service on College and University level projects and committees is recommended, for example, the Campus Dialogue on Race, the Social Justice Summit, and the Sexual Assault Prevention Committee.

F. We recognize the Cultural Taxation of faculty members of color, who provide intensive student mentoring and who are called on to serve on multiple equity committees and institutional change initiatives. It is incumbent on the IUPC to contextualize the candidate's service, and to recognize extraordinary service, where Cultural Taxation is a factor.

G. Categories for Service Criteria

CRGS recognizes three categories of service activities: Type I (lighter or temporary duties) Type II (heavier or more sustained duties), and Type III, (duties requiring leadership).

Type I Activities (worth one point each) include:

- a. Excess advising (more than 40 students);
- b. Talks and presentations in audiences in the public and campus communities (e.g. colleagues' classes, FREE, AAUW, etc.);
- c. Membership on department, college and university committees that meet rarely or on an ad hoc basis (less than three times per semester);
- d. Participation in local events that promote CRGS-related events in local schools (eg., Black History Month, Cesar Chavez Day, Women's History Month);
- e. Serving as a chair or discussant on a scholarly panel;
- f. Serving as a reviewer for faculty at other universities or colleges.

Type II Activities (worth 2 points each) include:

- a. Serving on active college or university committees (e.g. ICC, Professional Leave Committee, etc.);
- b. Serving on an IUPC, CFPC or UFPC, or a search committee;
- c. Service to other academic departments, the library, or student support services (e.g., the Centers for Academic Excellence);
- d. Mentoring graduate students or serving on a thesis or doctoral committee at HSU or another campus;
- e. Sustained participation in professional organizations, task forces, government or non-governmental organizations, or community organizations;
- f. Providing ongoing consulting services to the university, government or community;
- g. Student club advising (with active membership);
- h. Reviewing or refereeing journal articles, books, grant proposals, websites, etc. in one's field;
- i. Serving on the editorial committee of a journal or similar;
- j. Mentoring student research or creative activities.

Type III Activities (worth three points each) include:

- a. Chairing a search committee;
- b. Chairing a thesis or doctoral committee at HSU or another campus;

- c. Service as an officer in professional organizations, task forces, government or non-governmental organizations, or community organizations;
- d. Organizing curriculum development;
- e. Organizing professional conferences;
- f. Organizing community outreach programs;
- g. Chairing a college or university committee;
- h. Leading or organizing a community service activity;
- i. Participating in community governance;
- j. Serving as department chair or in another position for which release time is granted, to the extent that the duties of that position exceed release time.
- k. Organizing new co-curricular activities for students, including student conferences, service learning opportunities, and publications.

H. Examples of levels of accomplishment that meet criteria for tenure and promotion to **Associate Professor:**

Minimum Essential:

Fulfillment of normal duties listed under 1-B above, and accumulation of **five service points per academic year in residence at HSU.**

Good:

Fulfillment of normal duties listed under 1-B above, and accumulation of **seven service points per academic year in residence at HSU, with one Type II or III activity.**

Excellent:

Fulfillment of normal duties listed under 1-B above, and accumulation of **ten service points, with one Type III activity** per academic year in residence at HSU.

I. Examples of levels of accomplishment that meet criteria for promotion to the rank of **Professor:**

Minimum Essential:

Fulfillment of normal duties listed under 1-B above, and accumulation of **seven service points, including one Type II activity**, per academic year in residence at HSU.

Good:

Fulfillment of normal duties listed under 1-B above, and accumulation of **ten service points, including one Type III activity**, per academic year in residence at HSU.

Excellent:

Fulfillment of normal duties listed under 1-B above, and accumulation of **twelve service points, including two Type III activities**, per academic year in residence at HSU.