SJSU SAN JOSÉ STATE UNIVERSITY

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TO: Ella Diaz
Chair, Chicana and Chicano Studies

FROM: Magdalena Barrera
Vice Provost for Faculty Success

DATE: 11 April 2023

SUBJECT: Approved Department RTP Guidelines

On behalf of Provost Vincent Del Casino, I am pleased to report that the Chicana and Chicano Studies departmental RTP Guidelines have been approved. Per University Policy S15-7, these guidelines have been reviewed by the Professional Standards Committee of the Academic Senate, the College of Social Sciences, and the Office of the Provost. The implementation date for these approved guidelines is August 17, 2023, and the document will come up for review in five years.

A copy of these guidelines must be included in the dossier of all RTP candidates from the Department of Chicana and Chicano Studies.

C: Heather Lattimer, Interim Dean, Social Sciences
Laxmi Ramasubramian, Interim Associate Dean for Research
James Lee, Senior Director, UP-Faculty Services
Rachael French, Chair, Professional Standards Committee of the Academic Senate

Effective Date: **August 17, 2023**
Review Cycle: **AY 27-28**
Expiry: **Fall Semester 2028* (1st Duty Day)**
**Per S15-7, 4.3.3, Guidelines that display a date more than five years old calculated from the time of the submission of the dossier shall be considered invalid, except as provided below in "Continuity of guidelines throughout review period."*
James Lee, Senior Director, Faculty Services

SJSU | CHICANA AND CHICANO STUDIES

DEPARTMENT GUIDELINES FOR SCHOLARLY/ARTISTIC/PROFESSIONAL ACHIEVEMENT

Voted 03-22-2023 [secret ballot]: TT & Administrative Faculty: 6 yes; 0 no; 0 abstentions; Amended 04-03-2023: 6yes; 0 no; 0 abstentions

The Department of Chicana and Chicano Studies (CCS) is built on interdisciplinary research. The CCS Department uses the term "interdisciplinary" in two distinct but concurrent manners. First, it connotes dedication in the field of Chicana and Chicano Studies to diverse research methods and models of teaching (that are related to research.) Second, CCS includes scholars and practitioners with different training, backgrounds, methodological approaches, specializations, and perspectives in the humanities, social sciences, arts, and related interdisciplinary fields (Ethnic Studies, Education, American Studies, Urban Studies, etc.) As a result, CCS faculty publish in a wide array of outlets. These guidelines address those differences and, specifically, this document describes the CCS Department's expectations for successfully navigating scholarly/artistic/professional achievement in relation to SJSU's Retention, Tenure, and Promotion policies (S15-7, S15-8). In keeping with the university procedure, these guidelines are "inclusive and not exclusive in nature" (S15-7, 4.2.2). They underscore that "the nature of the expected contributions will vary according to the discipline, and may be more specifically defined in each department's guidelines" (S15-8, 2.3.1.1).

LEVEL OF ACHIEVEMENT	UNIVERSITY CRITERIA Categories of Achievement (S15-8, 2.0 examples) and Evaluation of Achievements (S15-8, 3.0 examples)	CCS DEPT. CRITERIA/HYPOTHETICAL PROFILES OF ACCOMPLISHMENTS
UNSATISFACTORY	The candidate has not created scholarly / artistic / professional accomplishments that meet the baseline level as described below (S-15-8, 3.3.2.2).	
BASELINE	The candidate has, over the course of the period of review, created a body of completed scholarly / artistic / professional achievements and shows the promise of continued growth and success within his/her discipline (S-15-8, 3.3.2.3).	Key to a professional baseline achievement in CCS is public-facing and/or externally reviewed projects that are consistent with the candidate's research program. A candidate's scholarly/artistic profile provides evidence of 1) a research program, and 2) prospects for future research towards publications, which encompasses a wide array of modes and types. **Examples of profiles:** 1, A baseline representative profile for tenure might include a peer-reviewed publication-and/or co-authored publication; evidence of an active scholarly/artistic program, (e.g., their work is under review or in press); participation as panelist and/or presenter in regional/chapter and/or national meeting(s) of professional Chicana and Chicano Studies organizations (e.g. National Association

	Please see scholarly achievement S-15-8, 2.3.2 and S-15-8, 2.3.3	for Chicana and Chicano Studies; Mujeres Activas en Letras y Cambio Social); or specific professional organization(s) of candidate's area of expertise (e.g. Association of Hispanics in Higher Education; American Sociological Association, American Studies Association; American Education Research Association). 2, A comparable baseline profile that includes creative work may reflect publication in edited anthologies (specific to the candidate's genre), as well as prospects; art and/or archival exhibitions of local to regional import (evidenced by community access publications—online research essays, public reports, roundtable dialogues; catalog essays or show ephemera from museum, library and/or arts and culture organization.) 3, A comparable baseline profile may include a growing body of journalistic, policy, white papers, technical reports, and/ or scholarship of engagement, which includes oral histories, news articles, television, and media interviews (both bilingual, transnational, and/or U.S.)
GOOD	In addition to the baseline as described above, the candidate has created scholarly / artistic / professional achievements that constitute important contributions to the discipline and that help to enhance the scholarly / artistic / professional reputation of the candidate's department, school, college, SJSU, or the CSU more generally (S-15-8, 3.3.2.4). **Please see scholarly achievements S-15-8, 2.3.4 and S-15-8, 2.3.5.1**	Research of a public profile that demonstrates expertise in Chicana and Chicano Studies across the university and region represents a good level of achievement. **Examples of profiles:** 1, The candidate's portfolio might include a book in review or book contract; policy paper, legal brief, and/or white paper noted in an external agency or governing body's report/record; an external grant on which the candidate is a PI or co-PI. 2, A good profile might include local to regional exposure in CCS via invitations for external university lectures or keynote addresses; media and/or citational footprint in community events (e.g., recital, creative symposium, exhibition circuit with catalog or digital archive, etc.) 3, A comparable profile might include baseline achievement alongside publications and/or professional presentations with graduate and undergraduate students that led (or will lead) to recognition of department's public profile: i.e., graduate school placements of CCS undergrads, MA alumni in PhD programs, and/or post-secondary teaching placements, pre-doctoral fellowships. Student trajectories build and reflect the scholarly and professional reputation of CCS, demonstrating department faculty's research expertise. 4, A comparable profile may include a research project that culminates in external grant(s) and/or major contribution of data to state/regional/national reporting agency or governing body.
EXCELLENT	In addition to a good performance as described above, this level requires achievements of both sufficient quality and quantity to establish a significant, important, and growing reputation within the	CCS recognizes that the quality over the quantity of research outcomes establishes the candidate's reputation in the field and that research encompasses community engagement. Community based research involves conducting activities that may take several years to come to fruition. Community-centered knowledge production is the scholarship of engagement and is central to Ethnic Studies fields like CCS. Engaged forms of applied research require significant investments in time, building trust and rapport with community partners; preparing collaborative grants and projects: developing research-based curriculum and program development as part of a research trajectory.

	candidate's field. Excellence in scholarly/artistic/professional achievement requires a body of work that is recognized as significant within the discipline (S-15-8, 3.3.2.5). **Please see scholarly achievement S-15-8, 2.3.5**	Excellence in CCS research includes contributions to public debates by writing for non-academic audiences through news and social media; building public knowledge by engaging with or supervising participatory methodologies (i.e., Youth Participatory Action Research, oral histories, archives, and collections); curating and disseminating such materials. Public scholarship can also mean consultation work for community-based initiatives, organizations, and projects—which might include sharing expertise, mapping assets, evaluating programs, and participating in other forms of applied research. **Examples of profiles:** 1, A profile of excellence meets the baseline and might include honorable mentions / award(s) for publication(s) and/or research (e.g., professional organization's article or book awards; community recognitions or awards); work that is anthologized in a critical reader with a national editorial board; archival project on digital humanities and/or public history platform with record(s) of student use and community access. 2, A comparable profile might include the development of community-centered and/or driven project with applied research methods that has culminated in grant and/or scholarly outcome of the candidate's research agenda and ongoing impact or role in CCS curriculum. 3, Other profiles in excellence might include national awards from professional organizations; national exhibitions of archival or contemporary artistic import; scholarly and/or pedagogical handbooks or textbooks of Ethnic Studies; juried panels for national and/or international exhibitions and/or symposia; significant community and/or nonprofit boards that align with candidate's research program. There are numerous examples of CCS oriented institutions with national recognition; these examples are only intended to underscore significance: (e.g., Taller Arte Del Nuevo Amanecer (TANA); Self Help Graphics, Homeboy Industries; National Compadres Network, etc.)

Key Takeaways for CCS Departmental guidelines for scholarly/artistic/professional achievement

1. The mission of the Chicana and Chicano Studies (CCS) Department is to serve students and diverse communities through interdisciplinary education based on principles of social justice. CCS curriculum prepares students to critically examine and address intellectual traditions and contemporary issues resulting from political, historical, economic, and cultural constructs of race, class, and gender, and as they manifest in Chicanx and US Latinx communities.
2. The CCS Department offers undergraduate major and minor degrees, as well as a historic master's degree. The CCS Department serves the College of Social Sciences and larger university by offering required General Education courses, including those of American Institutions, Public Speaking, and Area F.
3. These guidelines address the scope of CCS faculty research, creative activity, and "scholarship of engagement" in two ways: (1) CCS dedication to diverse research methods, forms of creative activity, and community engagement; and (2) CCS recruitment of scholars with a range of academic backgrounds, methodological approaches, specializations, and perspectives spanning the humanities, social sciences, and other interdisciplinary fields. As a result, CCS faculty publish in an array of outlets, produce creative artistic and cultural works, and engage local communities in meaningful ways. This interdisciplinary profile is consistent with other Ethnic Studies departments.