PROBATIONARY TENURE-TRACK AND TENURED FACULTY

The Ethnic Studies Department acknowledges that the evaluation of probationary tenure-track and tenured faculty members is an important responsibility of any academic community. Evaluations are made not only to ensure that the primary objectives of the educational institution are being met, but also to assist those evaluated in strengthening their own performance and facilitating their professional development. Recognition and implementation of this responsibility, however, do not make the setting of criteria or the process of evaluation an easy matter. Despite the difficulties inherent in evaluation, it is incumbent upon those responsible for recommending retention, promotion or tenure to formulate criteria and procedures by which evaluation can be made. The Ethnic Studies Department will act in accordance with College and University policies and with applicable provisions of the faculty collective bargaining agreement. The Department has a responsibility to improve continuously its academic stature. This improvement calls for diligent application of evaluation criteria in the process of Recruitment, Tenure and Promotion (RTP) review.

As a means of encouraging professional growth and clarifying personnel policies and procedures, each probationary, tenure track and tenured candidate for tenure and promotion will receive this statement along with the Faculty Evaluation Form and current Student Evaluation Forms. Sections 341 through 344 of CAM are useful in understanding retention, tenure, and promotion evaluation procedures and criteria. (Lecturers will be appointed and retained in accordance with the collective bargaining agreement.)

The following basic criteria will be considered for all retention, tenure, and promotion actions:

1. Possession of a doctorate in ethnic studies, comparative cultures, social sciences, humanities and fine arts, or related fields with equivalent academic degrees or experience in ethnic studies, or appropriate professional degree.
2. Evaluation of the candidate's teaching performance through scheduled classroom visitations and through student evaluations.

3. Evaluation of the candidate's research and professional activity, including conferences, papers, publications, texts, contracts, and grants.

4. Evaluation of the candidate's service to the university at various levels and to the community.

5. Evaluation of the individual's ability to work effectively with colleagues and to demonstrate initiative, cooperation, and dependability.

EVALUATION PROCESS

The intensity of the evaluation process will vary in accordance with the academic position of the faculty member. Thus, granting of tenure requires stronger evidence of merit than does retention. Promotion to professor requires more meritorious performance than promotion to associate professor. Although both quality and quantity of performance are recognized, quality of performance is more important when evaluating evidence of merit.

Candidates, the RTP Committee, and the Department Director are responsible for following all RTP tenure and promotion cycle dates. The process shall meet the requirements of the collective bargaining agreement.

INITIAL APPOINTMENT CRITERIA AND EVALUATION

Criteria

1. The applicant must have experience in an area that meets the present and projected future needs of the department, in accordance with its long-term objectives.

2. Applicants with earned Ph.D.s in ethnic studies or related disciplines (as outlined above) will be given preference. In some circumstances, candidates who have completed all Ph.D. requirements but the dissertation also will be considered, if it is apparent that the dissertation will be completed, normally, within one year of initial employment.

3. The applicant will provide evidence of previous teaching experience and offer general plans for future professional development. Applicants shall submit appropriate documentation in support of their candidacy.
Implementation

1. Recruitment and advertising will be done in accordance with the provisions of Section 311 and 311.1 of CAM.

2. A review of recruitment plans will take place with the Ethnic Studies faculty, the Ethnic Studies Advisory Committee, and the Dean's office prior to formalizing advertisements for publication. This review will give attention to the level of the Department's mix of tenure-track and lecturer staffing, projections of future workload based on student demand and changing curriculum, the specializations of existing faculty, the Department's programs, and the diversity of the faculty. The Department's Affirmative Action Facilitator will participate in these deliberations. The Department's long-term objectives will be considered in formulating the position description. Appropriate places for publication and costs will be reviewed.

3. A review of the applicant pool will take place with the Dean's office before the closing date. In addition to advertising position openings in the appropriate professional forums, the Department recruitment committee will undertake special efforts to solicit applications from members of underrepresented groups within ethnic studies and related disciplines.

4. The recruitment committee working with the Department Director and Affirmative Action Facilitator will narrow the list of applicants to those who are best qualified. Careful attention will be given not only to candidates' vitae, but wherever possible to evidence of successful teaching (e.g. evaluations by peers and students) and actual and potential professional achievements and promise.

5. With full department faculty participation standard interviewing procedures will be followed, including phone interviews, and on-site visits by finalists.

6. Normally, the leading candidates will be invited to the campus for an on-site interview. The Department Director will work with the Dean's office in making travel arrangements that are reasonable and economical. The Dean's office will authorize all travel expenditures before they are discussed with the candidate. The College will attempt to cover the lowest cost fare and pay two days per diem.

7. An elected committee of tenured faculty members (with consultation of tenure-track faculty) shall recommend appointment of probationary faculty. Offers will be extended by the College of Liberal Arts Dean, after consultation with the faculty committee and Department Director.
RETENTION

Criteria

1. Professional knowledge of ethnic studies, teaching, and appropriate scholarly or applied research methodology.

2. Professional growth as evidenced by publication and participation in professional organizations representing ethnic studies and its related disciplines.

   a. Probationary faculty will be evaluated by their record of overall professional growth, especially during their employment in the Department. Indicators of professional growth include, but are not limited to:

      1) publications in scholarly journals and books representing ethnic studies and its related disciplines;

      2) presentation of papers at conferences of associations representing ethnic studies and its related disciplines;

      3) invited participation at workshops, seminars, and symposiums conducted by universities and/or organizations to increase faculty awareness of new developments in ethnic studies and its related disciplines;

      4) involvement in on-campus activities designed to stimulate teaching and scholarly effectiveness, to enhance the intellectual climate of the campus community, and/or to encourage interdisciplinary educational and research activities of benefit to students in ethnic studies and other disciplines.

   b. Collegiality will be considered as a factor in the evaluation process. Collegiality includes the following:

      1) Willingness and ability to fulfill department, school, university and community responsibilities.

      2) The individual's personal and professional cooperation with faculty and staff.

Evaluation Process

1. The faculty member will submit a comprehensive vitae and professional development plan.
2. In order to implement an emphasis on teaching, representatives of the Peer Review Committee and the Department Director are encouraged to conduct classroom visitations prior to arriving at their respective recommendations. Recommendations of the committee shall be based in part on their evaluations plus an examination of student evaluations: This includes the summary of the quantitative evaluations, and at least one complete set of student evaluation narratives, copies of which will be placed in the working personnel file.

3. Probationary faculty will be expected to have a record of sustained scholarly professional activities (see criteria in 2a-b, above).

**PROMOTION**

**Criteria**

1. Each of the basic criteria for teaching, service, and scholarship will be appropriately considered in evaluating those eligible for promotion to associate or full professor (cf. pp. 4-5).

2. Candidates for full professor shall have a record of committee service and leadership at the university level along with a sustained record of scholarly professional activities.

   a. Promotion to the rank of professor requires a higher standard than promotion to the rank of associate professor.

   b. In addition to fulfilling the basic criteria, candidates for promotion will be expected to demonstrate a pattern of original research by providing written examples of books, monographs, articles, or other materials accepted for publication.

**Implementation**

Candidates shall submit a comprehensive *vitae* and professional development plan.

**TENURE**

**Criteria**

1. The quality of teaching performance and professional accomplishments must be of a high caliber. The quality of teaching performance must be supported by both faculty and student evaluations. The quality of professional accomplishments should be empirically established through evidence of peer review, citations, and/or other documentation.
2. An earned Ph.D. or appropriate professional degree in ethnic studies, cultural studies, or related disciplines.

3. All criteria for retention shall be met.

4. The remainder of the basic criteria for teaching, service, and scholarship are to be considered (c.f. pp. 1-2).

Implementation

The candidate shall submit a comprehensive vitae and professional development plan.

Notwithstanding any other provision in these criteria and procedures for personnel actions, if the contract entered into pursuant to the Higher Education Employer-Employee Relations Act is in conflict with any provision in this document, the terms of the contract and not the provisions of these procedures and criteria shall govern.
ADDENDUM

NOTE: Throughout these personnel procedures student evaluations shall be understood as consisting of both quantitative and qualitative (i.e., narrative) portions. The quantitative portions are reflected in student evaluation printouts and the qualitative portions are contained in written narrative responses to the questions found at the bottom of the Ethnic Studies student evaluation questionnaire.