

INSTITUTE FOR WOMEN'S STUDIES AND SERVICES

DEPARTMENT GUIDELINES FOR TENURE

EVALUATION STANDARDS:

The mission of the Institute for Women's Studies and Services is to offer a rigorous, multi-disciplinary curriculum in women's studies and provide services to support present and future success for students. We educate the campus and community about women's lives, histories, and experiences through an integrative model of curricular and co-curricular activities. We encourage engagement in critical dialogue and advocacy for social justice. We empower students and community members by providing access to information and resources.

Overall, the Institute for Women's Studies and Services seeks to tenure and promote faculty who demonstrate a commitment to the department's mission and who exhibit growth and development commensurate with meeting or exceeding the standards for teaching, scholarly activities, and service outlined in this document.

In the spirit of the Boyer model¹, the three areas of evaluation—teaching, scholarship, and service—are not viewed as entirely distinct, which fits well with the holistic approach of feminist practice and pedagogy. Scholarship is thus reinterpreted as the underlying function of all that faculty do. Boyer's work has been expanded and developed to describe four constellations of scholarship:

- The scholarship of teaching and learning: classroom learning as the subject of ongoing inquiry.
- The scholarship of discovery: the academic research that leads to new knowledge.
- The scholarship of integration: the interdisciplinarity that is at the heart of women's studies.
- The scholarship of engagement: this describes academic attention to today's social, civic, and ethical problems. The scholarship of engagement is central to the Mission of the College as well as the feminist and social justice mission of the Institute for Women's Studies and Services.

Faculty seeking tenure are encouraged to consider the Boyer model and its expansion as a framework for seeing their work at the college as a whole rather than distinct parts.

As part of the process of demonstrating attainment of a "meets" or "exceeds" standards, the tenure candidate provides evidence and writes a narrative that clearly explains their achievements in teaching, scholarly activities, and service. Although listed as three separate areas of evaluation, teaching, scholarly activities and service often interact and integrate within a faculty member's responsibilities. When possible, this interplay should be discussed in the portfolio narrative along with how the faculty member has grown through their probationary period. Although the three areas of evaluation are not numerically weighted, Metropolitan State College of Denver is a teaching institution and so there is a particular emphasis on teaching excellence supported by scholarship and service, broadly construed, in the spirit of the "scholarship of teaching and learning."

¹ Ernest Boyer, *Scholarship Reconsidered: Priorities of the Professoriate* (Princeton, N.J.: Carnegie Foundation for the Advancement of Teaching, 1990).

EVALUATION STANDARDS FOR TEACHING

Teaching is the act of creating and maintaining an environment which enhances the opportunities for student learning and growth in women's studies; it includes advising students to facilitate graduation and to transition to post baccalaureate careers or further educational opportunities. Effective teachers display knowledge of women's studies in the relevant learning environment (classroom, on-line, hybrid, field work, etc.). Women's Studies instructors also employ feminist pedagogical techniques when possible which include valuing women's diverse experience and engaging students in discussions that are not only analytical but solution oriented in service of women's empowerment.

Guideline for achieving tenure in Women's Studies: Areas of growth and achievement in teaching to promote greater student learning include: 1) integration of scholarly work in teaching; 2) Course design; 3) Pedagogical methods that integrate feminist practices and perspectives; 4) The use of assessment to improve courses; and, 5) Student advising. Faculty seeking tenure may discuss these areas among others in their narrative. Evidence used for the evaluation of teaching includes the faculty narrative but also consists of the Student Ratings of Instruction (SRI) (required for all courses taught during the evaluation period) as well as the summative peer observation (at least one of which is required during the evaluation period).

Women's Studies Ratings for Teaching

<p><u>Needs Improvement</u></p>	<p>This rating means the faculty member has not accomplished all of the necessary activities to attain the “Meets Standards” rating.</p>
<p><u>Meets Standards:</u></p> <p>This rating demonstrates the minimum required accomplishments for a faculty member. This evaluation standard is sufficient to achieve tenure (assuming that faculty member meets or exceeds standards in all other areas).</p>	<p>Each course is kept current through review of instructional resources and the regular addition of new materials, as appropriate. The faculty member achieves all of the following:</p> <ol style="list-style-type: none"> 1) Courses are designed and delivered using multiple approaches to facilitate student learning. 2) Expectations for student learning and performance are clearly communicated in syllabi and the tenure candidate uses student-learning objectives/outcomes to facilitate student learning and assessment. 3) Faculty member uses professional expertise along with course and/or program assessment results to improve courses. 4) For any general studies courses taught, the tenure candidate designed their course in accordance with the official course syllabus meeting, departmental and college expectations including the writing and student learning outcome expectations. 5) Assessment of general studies courses comply with departmental and college requirements. 6) SRI's are compared to same level courses (lower or upper division) within the prefix. Tenure candidate's SRI's are consistently near or above the prefix average for same level course. If below this, they have shown a trend of improvement toward the prefix average for same level courses and the narrative addresses work toward improving student ratings of instruction through shifting instructional content and/or design and/or delivery and incorporating feedback from student commentary. 7) Summative peer observation indicates strong pedagogy to facilitate student learning. 8) Faculty member thoroughly and accurately advises students, using professional knowledge and contacts when possible as evidenced by advising feedback.

EVALUATION STANDARDS FOR SCHOLARLY ACTIVITIES

Scholarly activities in Women’s Studies contribute to the field by offering new knowledge, new insight, new applications, or new pedagogical approaches. Scholarly activity can take many forms including those that contribute to teaching excellence but is usually validated in higher education through a peer review process of colleagues in Women’s Studies or related fields.

Guideline for achieving tenure in Women’s Studies: Tenure candidates should exhibit active engagement and participation in scholarly activities within the discipline. This is demonstrated by, but not limited to, publishing in peer-reviewed publications and presentations at juried academic conferences. The IWSS Department RTP Committee in conjunction with the IWSS Director may determine equivalent scholarly activities that may replace a peer-reviewed publication such as having a significant outside grant accepted or writing a chapter that is included in a scholarly volume as well as the relative weight of the alternative scholarly project (for example having a book accepted for publication through a scholarly press might waive the need for refereed articles). Evidence for scholarly achievement includes, but is not limited to, published articles, programs from refereed scholarly conferences, and the faculty’s narrative.

<p><u>Needs Improvement</u></p>	<p>This performance level simply means the faculty member has not accomplished all of the necessary activities to attain the “Meets Standards” rating.</p>
<p><u>Meets Standards:</u></p> <p>This rating demonstrates the minimum required accomplishments for a faculty member. This evaluation standard is sufficient to achieve tenure (assuming that faculty member meets or exceeds standards in all other areas).</p>	<p>1) The tenure candidate has had at least two women’s studies or pedagogical works or creative works accepted in a peer-review publication during the evaluation period.</p> <p>2) The tenure candidate has had at least three presentations of their scholarly or creative works accepted after review for presentation at professional meetings during the evaluation period.</p> <p>Note that alternative activities might include having an outside grant accepted for funding or contributing a chapter to a scholarly volume.</p>

EVALUATION STANDARDS FOR SERVICE ACTIVITIES

Faculty service enriches the life of the college, the community, and the discipline. Faculty engage in service when they participate in the shared governance and good functioning of the institution; service to the institution can be at the department, school, or college level. Beyond the institution, faculty engage in service when they use their disciplinary and/or professional expertise and talents to contribute to the betterment of their multiple environments, such as regional communities, professional and disciplinary associations, nonprofit organizations, or government agencies. Of the attributes of faculty evaluation, service is perhaps the most difficult to quantify. Faculty may choose to contribute service to a greater degree in one area (department, college, community, or discipline) than others but significant service to the department and college is expected.

Guideline to achieve tenure in Women’s Studies: Tenure candidates participate in shared governance at the college, and use their disciplinary or professional expertise to make an unpaid contribution to women’s studies organizations or the community outside of the college. Evidence for service achievement includes artifacts of department, college, community, or disciplinary service (such as letters) and the faculty narrative.

<p><u>Needs Improvement</u></p>	<p>This rating simply means the faculty member has not accomplished all of the necessary activities to attain the “Meets Standards” rating.</p>
<p><u>Meets Standards:</u></p> <p>This rating demonstrates the minimum required accomplishments for a faculty member. This evaluation standard is sufficient to achieve tenure (assuming that faculty member meets or exceeds standards in all other areas).</p>	<p>The tenure candidate must demonstrate significant contributions to shared governance in the department, school or college or within their disciplinary organization or contributions using their disciplinary expertise to the community outside of the college.</p> <ol style="list-style-type: none"> 1) Service contributions must be ongoing and make a significant difference. 2) Service contributions often, but not exclusively, take the form of substantial committee work. <p>An example of meeting this standard might be five or more years of service to the department (such as a faculty senator, as curriculum chair, organizing students to attend NWSA, and/or as internship coordinator), on a college-wide committee (such as a faculty senate subcommittee member, curriculum committee, or handbook committee) and contributing to a community or disciplinary organization (such as Planned Parenthood, Laboratory to Combat Human Trafficking, or Women’s Bean Project).</p>