

The Attached Departmental Guidelines for the

DEPARTMENT OF CHICANA AND CHICANO STUDIES

EVALUATION GUIDELINES

Submitted by Dr. Ramon Del Castillo, Professor and Department Chair for January 1, 2015 to December 31, 2015.

The Chicana/o Studies Department reserves the right to revert to the guidelines currently developed in NEW SECTION V of the Handbook for Professional Development which was recently approved by the Board of Trustees in order to clarify any confusion or policy interpretation.

SECTION I: DEPARTMENTAL MISSION STATEMENT

The Chicana/o Studies Department (CHS) adheres to the following core values in working with students to achieve academic excellence: social justice, human rights, self empowerment, cultural competence and service to community. The Department realizes that students need the best academic tools available in order to both compete in the market place and better the world in which we live and concomitantly understand that those tools come from a variety of sources. Academicians, scholars and practitioners of social change acknowledge that methods and theories utilized to analyze social, political, historical, economic, religious, gendered and racialized conditions emanate best from an interdisciplinary approach to teaching and learning. As a department, the philosophical underpinnings that inform our pedagogical practice include the work of renowned scholars such as Paulo Freire who assumes that the teacher is not all-knowing or neutral; the teacher shares his/her knowledge; however, within his or her philosophical framework, both teachers and students have a vested interest in a reciprocal process of learning. He states in *Pedagogy of Freedom: Ethics, Democracy, and Civic Courage*, "To teach is not to transfer knowledge but to create the possibilities for the production or construction of knowledge...Whoever teaches learns in the act of teaching, and whoever learns teaches in the act of learning" (p.30-31).

The Department is cognizant that Chicana/o Studies as a relatively new discipline, founded in the early 1970s has grown tremendously, venturing into new and exciting areas of inquiry. CHS majors and minors must be prepared to excel in the work place and to participate as global citizens. After completing a degree program in CHS, students will possess the skills and competencies to enter into the following occupations: social work, K-12 education, businesses that practice social responsibility, non-profit organizations and government agencies. In addition to potential employment opportunities, students will graduate with a solid foundation in the interdisciplinary field of Chicano/a Studies and be well prepared for post-baccalaureate graduate work including, but not limited to, Ethnic Studies, Chicano/a-Latina/o Studies, Masters of Social work, History, Sociology, Cultural Studies, Modern Languages, law school, and graduate schools that may not be listed here.

Guidelines for Achieving Tenure and Promotion to Associate Professor in Chicana/o Studies:

In their narrative, the tenure candidate must explain their approach to teaching from among the following aspects of teaching: 1) how they integrate their scholarly activities and knowledge in their teaching; 2) design their courses; 3) deliver material to facilitate student learning; and 4) use assessment results to improve their courses. The faculty member also discusses, student advising, linking it with their courses, scholarly activities and professional experience, as appropriate. The tenure candidate should reflect on their growth in teaching through the probationary period.

The faculty member has SRI's using the approved form for all academic year classes or more students or when less than 5 students, they are evaluated according to departmental guidelines. A single summative peer observation is also required for evaluation for tenure.

Evaluation Standards for Teaching

Teaching is the act of creating and maintaining an environment which enhances the opportunities for student learning and discipline-related growth; it includes maintaining 5 office hours/week, advising students to facilitate graduation and to transition to post baccalaureate careers or further educational opportunities. Effective teachers display knowledge of their subject matters in the relevant learning environment (classroom, on-line, hybrid, field work, etc.), which typically includes the skills, competencies, and knowledge in a specific subject area in which the faculty member has received advanced experience, training, or education.

Chicana/o Studies Ratings for Teaching

<p><u>Meets Standards</u></p> <p>This performance level demonstrates the minimum required accomplishments for a faculty member. Tenure track faculty member can achieve tenure at this level provided standards in other areas are met.</p>	<ol style="list-style-type: none"> 1. Courses are continuously updated and modified to improve content, delivery and design to facilitate student learning; 2. Faculty designs student learning outcomes/objectives and uses evidence-based outcomes with students assessment to improve student learning; 3. For General Studies courses taught, faculty members design each course in accordance with the official course syllabus meeting departmental and college expectations including the writing and student learning outcome expectations. 4. SRI's are within 0.5 of prefix average or above for 65% of the courses taught; 5. Uses scholarly written work including proposals that have been funded and that pertain to the field of Chicana/o Studies, using evidence based findings, once they have been implemented and data has been gathered and
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	<p>analyzed, to create and use in classes instructed within the CHS discipline and the college in general and additionally can lead to publications.</p> <ol style="list-style-type: none"> 6. Summative peer observation describes solid pedagogy and facilitation of student learning; 7. Faculty advises students and/or organizations; providing them with multiple options and extensive information; and 8. Faculty uses professional contacts and knowledge to inform their advising and to provide students with information regarding opportunities.
<u>Needs Improvement</u>	This rating simply means the faculty member has not accomplished all of the necessary activities to attain the “Meets Standards” rating.

Evaluation Standards for Scholarly Activities

Scholarly and creative activities are disciplinary or interdisciplinary expressions or interpretations that develop ideas, frame questions, create new forms of representation, solve problems, or explore enduring puzzles.

Chicana/o Studies Ratings for Scholarly Activities

<p><u>Meets Standards</u></p> <p>This performance level demonstrates the minimum required accomplishments for a faculty member.</p>	<ol style="list-style-type: none"> 1. Tenure candidate has engaged in scholarly or creative activities that enhance teaching and/or furthers their discipline; 2. Faculty has had at least 1-2 disciplinary, pedagogical or creative works accepted in a peer-reviewed publication; or have had 1 creative work accepted into several national or international juried exhibitions or performances; or have written 1 proposal that was funded to external agencies consistent with the mission of Chicana/o Studies; or 3. 2-3 presentations of their scholarly or creative works accepted after review for professional meetings; or submission of articles to local magazine and/or newspapers for evaluation and possible publication; or provides pro bono consultation to community organizations dealing with research and publication; and 4. Other possible activities that would upgrade their education, certification or licenses relative to their work assignments.
<u>Needs Improvement</u>	This rating simply means the faculty member has not accomplished all of the necessary activities to attain the “Meets Standards” rating

Evaluation Standards for Service

Faculty engages in service when they participate in the shared governance and good functioning of the institution; service to the institution can be at the program, 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.

Chicana/o Studies Ratings for Service

<p><u>Meets Standards</u></p> <p>This performance level demonstrates the minimum required accomplishments for a faculty member.</p>	<ol style="list-style-type: none">1. Tenure candidate must demonstrate that they have taken an ongoing leadership or significant role in a long term committee, special project or other service activity in the department, college or University and in their discipline or in the greater community and made a difference;2. Emphasis on ongoing service and involved in a number of significant inter-institutional committees and organizations can be counted;3. Attends meetings of bona fide groups on campus and assists in meeting organizational goals and objectives;4. Preparing ongoing documents, essays, or information for use in the community; for example, writing for a community newspaper or small magazine and sharing work in class; or5. Provides (2-3) speaking engagements, training or workshops to community groups, public sector organizations and/or nonprofit organizations in areas related to Chicana/o Studies; or6. Demonstrate contributions to shared governance in the department, college or university or within their disciplinary organization or contributions using their disciplinary expertise to the community outside of the university;7. Unpaid public service to community and/or professional organizations which benefits the University;8. Sits on boards, advisory councils or committees of nonprofit organizations.
<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>

Guidelines for Promotion to Professor in Chicana/o Studies

Evaluation Standards for Teaching

Teaching is the act of creating and maintaining an environment which enhances the opportunities for student learning and discipline-related growth; it includes maintaining 5 office hours/week, advising students to facilitate graduation and to transition to post baccalaureate careers or further educational opportunities. Effective teachers display knowledge of their subject matters in the relevant learning environment (classroom, on-line, hybrid, field work, etc.), which typically includes the skills, competencies, and knowledge in a specific subject area in which the faculty member has received advanced experience, training, or education.

Chicana/o Studies Ratings for Teaching

<p><u>Meets Standards</u></p> <p>This performance level demonstrates the minimum required accomplishments for a faculty member. Tenured faculty member can achieve promotion at this level provided standards in other areas are met.</p>	<ol style="list-style-type: none">1. Courses are continuously updated and modified to improve content, delivery and design to facilitate student learning;2. Faculty designs student learning outcomes/objectives and uses assessment to improve student learning;3. For most General Studies courses taught, faculty designed their course in accordance with the official course syllabus meeting departmental and college expectations including the writing and student learning outcome expectations;4. SRI's are within 0.5 of prefix average or above for 65% of the courses taught;5. Uses scholarly written work including proposals that have been funded and pertain to the field of Chicana/o Studies using evidence based findings, once they have been implemented and data has been gathered and analyzed, to create and use in classes instructed within the CHS discipline and the college in general and can lead to publications;6. Summative peer observation describes solid pedagogy and facilitation of student learning;7. Faculty advises students and/or organizations; providing them with multiple options and extensive information; and8. Faculty uses professional contacts and knowledge when called upon to inform their advising and to provide students with information regarding opportunities.
<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>

Evaluation Standards for Scholarly Activities

Scholarly and creative activities are disciplinary or interdisciplinary expressions or interpretations that develop ideas, frame questions, create new forms of representation, solve problems, or explore enduring puzzles.

Chicana/o Studies Ratings for Scholarly Activities

<p><u>Meets Standards</u></p> <p>This performance level demonstrates the minimum required accomplishments for a faculty member.</p>	<ol style="list-style-type: none">1. Promotion candidate has engaged in scholarly or creative activities that enhance teaching and/or furthers their discipline;2. Following tenure and promotion Associate Professor faculty has had at least 1-2 disciplinary or pedagogical or creative works accepted in a peer-reviewed publication; or have had 1 creative work accepted into several national or international juried exhibitions or performances; or have written 1 proposal that was funded to external agencies consistent with the mission of Chicana/o Studies;3. 2-3 presentations of their scholarly or creative works accepted after review for professional meetings; or submission of articles to local magazine and/or newspapers for evaluation and possible publication; or provides pro bono consultation to community organizations dealing with research and publication; or4. Works with other scholars both in and out of the department in research and publication used in classrooms; and5. Other possible activities would upgrade their education, certification or licenses relative to their work assignments.
<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>

Evaluation Standards for Service

Faculty engages in service when they participate in the shared governance and good functioning of the institution; service to the institution can be at the program, 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.

Chicana/o Studies Ratings for Service

<p><u>Meets Standards</u></p> <p>This performance level demonstrates the minimum required accomplishments for a faculty member.</p>	<ol style="list-style-type: none">1. Promotion candidate must demonstrate that they have taken an ongoing leadership or significant role in a long term committee, special project or other service activity in the department, college or University and in their discipline or in the greater community and made a difference;2. Emphasis on ongoing service and involved in a number of significant inner-institutional committees and organizations;3. Attends and participates meaningfully in meetings of bona fide groups on campus and assists in meeting committee and/or organizational goals and objectives;4. Preparing ongoing documents, essays, or information for use in the community; for example, writing for a newspaper or small magazine and sharing work in class; or5. Provides (2-3) speaking engagements, training or workshops to community groups, public sector organizations and/or nonprofit organizations in areas related to Chicana/o Studies;6. Demonstrate contributions to shared governance in the department, or college or University within their disciplinary organization or using their disciplinary organization or contributions using their disciplinary expertise to the community outside of the University;7. Unpaid public service to community and/or professional organizations which benefits the University;8. Sits on boards, advisory councils or committees of nonprofit organizations or public sector organizations with meaningful participation.
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Guidelines for Post Tenure Review in Chicana/o Studies

Evaluation Standards for Teaching

Teaching is the act of creating and maintaining an environment which enhances the opportunities for student learning and discipline-related growth; it includes maintaining 5 office hours/week, advising students to facilitate graduation and to transition to post baccalaureate careers or further educational opportunities. Effective teachers display knowledge of their subject matters in the relevant learning environment (classroom, on-line, hybrid, field work, etc.), which typically includes the skills, competencies, and knowledge in a specific subject area in which the faculty member has received advanced experience, training, or education.

Chicana/o Studies Ratings for Teaching

<p><u>Meets Standards</u></p> <p>This performance level demonstrates the minimum required accomplishments for a faculty member. Tenured faculty member can achieve post tenure review at this level provided standards in other areas are met.</p>	<ol style="list-style-type: none"> 1. Courses are continuously updated and modified to improve content, delivery and design to facilitate student learning; 2. Faculty designs student learning outcomes/objectives and uses assessment to improve student learning; 3. For most General Studies courses taught, faculty designed their course/s in accordance with the official course syllabus/i meeting departmental and University expectations including the writing and student learning outcome expectations. 4. SRI's are within 0.5 of prefix average or above for 75% of the courses taught; 5. Uses scholarly written work including proposals that have been funded, using evidence based findings and methodological sound research, and pertain to the field of Chicana/o Studies have been developed within the CHS discipline and the college in general and additionally can lead to publications. 6. Summative peer observation describes solid pedagogy and facilitation of student learning; 7. Faculty advises students and/or organizations, providing them with multiple options and extensive information; and 8. Faculty uses professional contacts and knowledge consistently to inform their advising and to provide students with information regarding opportunities.
<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>

Evaluation Standards for Scholarly Activities

Scholarly and creative activities are disciplinary or interdisciplinary expressions or interpretations that develop ideas, frame questions, create new forms of representation, solve problems, or explore enduring puzzles.

Chicana/o Studies Ratings for Scholarly Activities

<p><u>Meets Standards</u></p> <p>This performance level demonstrates the minimum required accomplishments for a faculty member.</p>	<ol style="list-style-type: none"> 1. Post-Tenure candidate has engaged in scholarly or creative activities that enhance teaching and/or furthers their discipline; 2. Following promotion to Associate or Professor, faculty has had at least 1-2 disciplinary or pedagogical or creative works accepted in a peer-reviewed publication; or have had 1 creative work accepted into several national or international juried exhibitions or performances; or have written 1 proposal that was funded to external agencies consistent with the mission of Chicana/o Studies; 3. 2-3 presentations of their scholarly or creative works accepted after review for professional meetings; or submission of articles to local magazine and/or newspapers for evaluation and possible publication; or provides pro bono consultation to community organizations dealing with research and publication; 4. Works with other scholars, both in the department and with other departments in research and publication used in classrooms; and 5. Other possible activities would upgrade their education, certification or licenses relative to their work assignments.
<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>

Evaluation Standards for Service

Faculty engages in service when they participate in the shared governance and good functioning of the institution; service to the institution can be at the program, 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.

Chicana/o Studies Ratings for Service

<p><u>Meets Standards</u></p> <p>This performance level demonstrates the minimum required accomplishments for a faculty member.</p>	<ol style="list-style-type: none"> 1. Post-Tenure Review candidate must demonstrate that they have taken ongoing leadership or significant roles in a long term committee, special project or other service activity in the department, college or University and in their discipline or in the greater community and made a difference, with evidence to substantiate the difference that was made; 2. Emphasis on ongoing service and involved in a number of significant inter-institutional committees and organizations can be counted, with evidence of change; E.G. Latino Graduation; Richard T. Castro Distinguished Visiting Professorship. 3. Attends meetings of bona fide groups on campus and assists in meeting committee and/or organizational goals and objectives; 4. Preparing ongoing documents, essays, or information for use in the community; for example, writing for a newspaper or small magazine and sharing work in class; or 5. Provides (2-3) speaking engagements, training or workshops to community groups, public sector organizations and/or nonprofit organizations in areas related to Chicana/o Studies; 6. Demonstrate contributions to shared governance in the department, school or college or within their disciplinary organization or using their disciplinary organization or contributions using their disciplinary expertise to the community outside of the University; 7. Unpaid public service to community and/or professional organizations which benefits the college; 8. Sits on boards, advisory councils or committees of nonprofit organizations or public sector organizations.
<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>

DEPARTMENT OF CHICANA AND CHICANO STUDIES

EVALUATION GUIDELINES Category II Lecturers

Submitted by Dr. Ramon Del Castillo, Professor & Chair: March 21, 2014

The Chican@ Studies Department reserves the right to revert to the guidelines currently developed in NEW SECTION V of the Handbook for Professional Development which was recently approved by the Board of Trustees in order to clarify any confusion or policy interpretation.

SECTION I: DEPARTMENTAL MISSION STATEMENT

The Chican@ Studies Department (CHS) adheres to the following core values as in working with students to achieve academic excellence: social justice, human rights, self-empowerment, cultural competence and service to community. The Department realizes that students need the best academic tools available in order to both compete in the market place and better the world in which we live and concomitantly understand that those tools come from a variety of sources. Academicians, scholars and practitioners of social change acknowledge that methods and theories utilized to analyze social, political, historical, economic, religious, gendered and racialized conditions emanate best from an interdisciplinary approach to teaching and learning. As a department, the philosophical underpinnings that inform our pedagogical practice include the work of renowned scholars such as Paulo Freire who assumes that the teacher is not all-knowing or neutral; the teacher shares his/her knowledge; however, within his or her philosophical framework, both teachers and students have a vested interest in a reciprocal process of learning. He states in *Pedagogy of Freedom: Ethics, Democracy, and Civic Courage*, "To teach is not to transfer knowledge but to create the possibilities for the production or construction of knowledge...Whoever teaches learns in the act of teaching, and whoever learns teaches in the act of learning" (p.30-31).

The Department is cognizant that Chicana/o Studies as a relatively new discipline, founded in the early 1970s has grown tremendously, venturing into new and exciting areas of inquiry. This relative newness places CHS in a unique position with wonderful opportunities to define and/or position curricular issues within the discipline in 2012, or what the 2010 NACCS (National Association of Chicana and Chicano Studies) chair person, Dr. Devon Peña stated is the "Post-Neo Liberal Economy." This means the Department must respond to the current economic, social and political conditions in a meaningful way to prepare students for the new millennium.

CHS majors and minors must be prepared to excel in the work place and to participate as global citizens. After completing a degree program in CHS, students will possess the skills and competencies to enter into the following occupations: social work, K-12 education, businesses that practice social responsibility, non-profit organizations and government agencies. In addition to potential employment opportunities, students will graduate with a solid foundation in the interdisciplinary field of Chicano/a Studies and be well prepared for post-baccalaureate graduate work including, but not limited to,

Ethnic Studies, Chicano/a-Latina/o Studies, Masters of Social work, History, Sociology, Cultural Studies, Modern Languages, law school, and graduate schools that may not be listed here.

Evaluation Standards for Teaching/Advising

Teaching is the act of creating and maintaining an environment which enhances the opportunities for student learning and discipline-related growth; it includes advising students to facilitate graduation and to transition to post baccalaureate careers or further educational opportunities. Effective teachers display knowledge of their subject matters in the relevant learning environment (classroom, on-line, hybrid, field work, etc.), which typically includes the skills, competencies, and knowledge in a specific subject area in which the faculty member has received advanced experience, training, or education.

Guidelines for Achieving Category II Lecturer in Chicana/o Studies:

In their narrative, the Category II Lecturer must in put the following information into digital measures which includes a) portfolio summary; 2) If they choose, a Summative Peer Observation, this is not mandatory; 3) Student Rating Instruction (SRI's) for all classes. For faculty that has been in the CHS Department for some time, they can submit community service activities, but they are not mandatory.

Category II Lecturers must explain their approach to teaching from among the following aspects of teaching: 1) how they integrate their scholarly activities and knowledge in their teaching; 2) design their courses; 3) deliver material to facilitate student learning; and 4) use assessment results to improve their courses. The faculty member also discusses, student advising, linking it with their courses.

The faculty member has SRI's using the approved form for all academic year classes or more students or when less than 5 students, they are evaluated according to departmental guidelines. A single summative peer observation is not required for Category II Lecturer; however, it can be used as part of the evaluation if a Category II Lecturer if it is submitted.

Chicana/o Studies Ratings for Teaching/Advising

<p><u>Meets Standards</u></p> <p>This performance level demonstrates the minimum required accomplishments for a Category II Lecturer.</p>	<ol style="list-style-type: none"> 1. Courses are continuously updated and modified to improve content, delivery and design to facilitate student learning; 2. Faculty designs student learning outcomes/objectives and uses evidence-based with student's assessment to improve student learning; 3. For General Studies courses taught, Category II Lecturer design each course in accordance with the official course syllabus meeting departmental and university expectations including the writing and student learning outcome expectations.
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	<ol style="list-style-type: none"> 4. SRI's are above or equal to prefix averages for same level (lower or upper level) courses; 5. If a summative peer observation is used, it should describe solid pedagogy and facilitation of student learning; 6. Category II Lecturer spends some time advising students and/or organizations; providing them with multiple options and extensive information; and 7. Category II Lecturer uses professional contacts and knowledge occasionally to inform their advising and to provide students with information regarding opportunities.
<u>Needs Improvement</u>	This rating simply means the faculty member has not accomplished all of the necessary activities to attain the "Meets Standards" rating.

DEPARTMENT OF CHICANA AND CHICANO STUDIES

EVALUATION GUIDELINES Affiliate (Category III) Faculty

Submitted by Dr. Ramon Del Castillo, Professor & Chair: March 21, 2014

The Chican@ Studies Department reserves the right to revert to the guidelines currently developed in NEW SECTION V of the Handbook for Professional Development which was recently approved by the Board of Trustees in order to clarify any confusion or policy interpretation.

SECTION I: DEPARTMENTAL MISSION STATEMENT

The Chican@ Studies Department (CHS) adheres to the following core values as in working with students to achieve academic excellence: social justice, human rights, self empowerment, cultural competence and service to community. The Department realizes that students need the best academic tools available in order to both compete in the market place and better the world in which we live and concomitantly understand that those tools come from a variety of sources. Academicians, scholars and practitioners of social change acknowledge that methods and theories utilized to analyze social, political, historical, economic, religious, gendered and racialized conditions emanate best from an interdisciplinary approach to teaching and learning. As a department, the philosophical underpinnings that inform our pedagogical practice include the work of renowned scholars such as Paulo Freire who assumes that the teacher is not all-knowing or neutral; the teacher shares his/her knowledge; however, within his or her philosophical framework, both teachers and students have a vested interest in a reciprocal process of learning. He states in *Pedagogy of Freedom: Ethics,*

Democracy, and Civic Courage, “To teach is not to transfer knowledge but to create the possibilities for the production or construction of knowledge...Whoever teaches learns in the act of teaching, and whoever learns teaches in the act of learning” (p.30-31).

The Department is cognizant that Chicana/o Studies as a relatively new discipline, founded in the early 1970s has grown tremendously, venturing into new and exciting areas of inquiry. This relative newness places CHS in a unique position with wonderful opportunities to define and/or position curricular issues within the discipline in 2012, or what the 2010 NACCS (National Association of Chicana and Chicano Studies) chair person, Dr. Devon Peña stated is the “Post-Neo Liberal Economy.” This means the Department must respond to the current economic, social and political conditions in a meaningful way to prepare students for the new millennium.

CHS majors and minors must be prepared to excel in the work place and to participate as global citizens. After completing a degree program in CHS, students will possess the skills and competencies to enter into the following occupations: social work, K-12 education, businesses that practice social responsibility, non-profit organizations and government agencies. In addition to potential employment opportunities, students will graduate with a solid foundation in the interdisciplinary field of Chicano/a Studies and be well prepared for post-baccalaureate graduate work including, but not limited to, Ethnic Studies, Chicano/a-Latina/o Studies, Masters of Social work, History, Sociology, Cultural Studies, Modern Languages, law school, and graduate schools that may not be listed here.

Evaluation Standards for Teaching/Advising

Teaching is the act of creating and maintaining an environment which enhances the opportunities for student learning and discipline-related growth; it includes advising students to facilitate graduation and to transition to post baccalaureate careers or further educational opportunities. Effective teachers display knowledge of their subject matters in the relevant learning environment (classroom, on-line, hybrid, field work, etc.), which typically includes the skills, competencies, and knowledge in a specific subject area in which the faculty member has received advanced experience, training, or education.

Guidelines for Achieving Category III faculty in Chicana/o Studies:

In their narrative, the Category III faculty must in put the following information into digital measures which includes a) portfolio summary; 2) If they choose, a Summative Peer Observation, this is not mandatory; 3) Student Rating Instruction (SRI's) for all classes. For faculty that has been in the CHS Department for some time, they can submit community service activities, but they are not mandatory.

Category III faculty must explain their approach to teaching from among the following aspects of teaching: 1) how they integrate their scholarly activities and knowledge in their teaching; 2) design their courses; 3) deliver material to facilitate student learning; and 4) use assessment results to improve their courses. The faculty member also discusses, student advising, linking it with their courses.

The faculty member has SRI's using the approved form for all academic year classes or more students or when less than 5 students, they are evaluated according to departmental guidelines. A single summative peer observation is not required for Category II faculty; however, it can be used as part of the evaluation if a Category III Faculty submits it.

Chicana/o Studies Ratings for Teaching/Advising

<p><u>Meets Standards</u></p> <p>This performance level demonstrates the minimum required accomplishments for a Category III faculty.</p>	<ol style="list-style-type: none"> 1. Courses are continuously updated and modified to improve content, delivery and design to facilitate student learning; 2. Faculty designs student learning outcomes/objectives and uses evidence-based with student's assessment to improve student learning. Faculty should submit all course syllabi and other appropriate materials requested by the department. 3. For General Studies courses taught, Category III faculty will design each course in accordance with the official course syllabus meeting departmental and university expectations including the writing and student learning outcome expectations. 4. SRI's are above or equal to prefix averages for same level (lower or upper level) courses will be administered consistent with the practice for tenure-line faculty as outlined in <i>Handbook for Professional Chapter V</i>. 5. If a summative peer observation is used, it should describe solid pedagogy and facilitation of student learning. 6. Category III faculty spends some time advising students and/or organizations; providing them with multiple options and extensive information; and 7. Category III faculty uses professional contacts and knowledge occasionally to inform their advising and to provide students with information regarding opportunities. 8. All Category III faculty in CHS will be observed, at a minimum, once in the first semester of their employment as a faculty member. If standards are not met, remedies will be sought out and another observation may be required. Indicators for evaluation will include but not be limited to low SRI scores, student comments on SRIs, or student comments or concerns brought to the Chair's attention
<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>