

The Attached Departmental Guidelines for the Department of

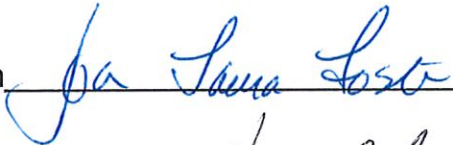
Chicana/o Studies Department

at

The Metropolitan State College of Denver
are submitted for Approval for the Period
2018-2019 Academic year

Approvals:

Department Chair Dr. Ramon Del Castillo Date 11-30-17

Dean  Date 3/12/18

VPAA  Date 5-1-18

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 Academic Year 2018-2019

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. The new mission and vision were revisited and changed at the 2016 retreat.

SECTION I: DEPARTMENTAL MISSION STATEMENT

The mission of the Department is to promote critical understanding of Chicanx, Latinx Mexicanx communities through interdisciplinary teaching, grant development, research, scholarly and creative work, praxis, and community engagement.

We accomplish our mission by:

- (1) Providing innovative curriculum for the undergraduate major, minor and collaborative certificate programs, and by partnering with the School of Education to provide Teacher Licensure;
- (2) Offering undergraduate research experience, colloquia, service learning opportunities, and community internships;
- (3) Producing faculty research, creative works, and scholarship and integrating it into curriculum;
- (4) Sponsoring national and international scholars to campus through the Richard T. Castro Distinguished Visiting Professorship and the 'Lalo' Delgado Poetry Festival;
- (5) Engaging students, faculty and staff in co-curricular activities and events;
- (6) Advocating with Chicanx, Latinx, Mexicanx communities in the enhancements of their lives through the development of grants, projects, and programs;
- (7) Mentoring and cultivating academically rigorous, critically conscious, politically astute individuals, and social activists.

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 and within MSU Denver summer guidelines, 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

<u>Meets Standards</u>	
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.	<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. CHS Department Faculty Evaluation: Observations will be conducted on a yearly basis for Pre-Tenured track faculty. A minimum of 1, maximum of 3 observations will be conducted after tenure per evaluation period. Observations can be conducted by either internal or external observers. Observations will

	<p>be formative and private between the observer and the faculty member, however, the Department Chair will keep track of who has been evaluated to ensure that all faculty have met the requirements for their rank. One observation must be included in each portfolio for retention, tenure and promotion. Faculty members may choose which observation to include in the portfolio.</p> <ol style="list-style-type: none"> 6. Uses scholarly written work including proposals that have been funded that 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 additionally can lead to publications. 7. Faculty advises students and/or organizations; providing them with multiple options and extensive information; 8. Faculty provides 5 office hours a week to meet with and/or counsel students; and 9. 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

<u>Meets Standards</u> This performance level demonstrates the minimum required accomplishments for a faculty member.	<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
---	---

	<p>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</p> <p>4. Other possible activities that would upgrade their education, certification or licenses relative to their work assignments.</p>
<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; 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; or 6. Demonstrate contributions to shared governance in the department, college or university or within their disciplinary organization or contributions using their
--	--

	<p>disciplinary expertise to the community outside of the university;</p> <p>7. Unpaid public service to community and/or professional organizations which benefits the University;</p> <p>8. Sits on boards, advisory councils or committees of nonprofit organizations.</p>
<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 GUIDELINES

Category II Lecturers

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 mission of the Department is to promote critical understanding of Chicanx, Latinx Mexicanx communities through interdisciplinary teaching, grant development, research, scholarly and creative work, praxis, and community engagement.

We accomplish our mission by:

- (1) Providing innovative curriculum for the undergraduate major, minor and collaborative certificate programs, and by partnering with the School of Education to provide Teacher Licensure;
- (2) Offering undergraduate research experience, colloquia, service learning opportunities, and community internships;
- (3) Producing faculty research, creative works, and scholarship and integrating it into curriculum;
- (4) Sponsoring national and international scholars to campus through the Richard T. Castro Distinguished Visiting Professorship and the 'Lalo' Delgado Poetry Festival;
- (5) Engaging students, faculty and staff in co-curricular activities and events;
- (6) Advocating with Chicanx, Latinx, Mexicanx communities in the enhancements of their lives through the development of grants, projects, and programs;
- (7) Mentoring and cultivating academically rigorous, critically conscious, politically astute individuals, and social activists.

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) 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.

Chicana/o Studies Ratings for Teaching/Advising

<u>Meets Standards</u>	
This performance level demonstrates the minimum required accomplishments for a Category II Lecturer.	<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.4. SRI's are above or equal to prefix averages for same level (lower or upper level) courses;5. Category II Lecturer spends some time advising students and/or organizations; providing them with multiple options and extensive information; and6. 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.

EVALUATION GUIDELINES Affiliate (Category III) Faculty

Submitted by Dr. Ramon Del Castillo, Professor & Chair: March 12, 2018

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 mission of the Department is to promote critical understanding of Chicanx, Latinx Mexicanx communities through interdisciplinary teaching, grant development, research, scholarly and creative work, praxis, and community engagement.

We accomplish our mission by:

- (1) Providing innovative curriculum for the undergraduate major, minor and collaborative certificate programs, and by partnering with the School of Education to provide Teacher Licensure;
- (2) Offering undergraduate research experience, colloquia, service learning opportunities, and community internships;
- (3) Producing faculty research, creative works, and scholarship and integrating it into curriculum;
- (4) Sponsoring national and international scholars to campus through the Richard T. Castro Distinguished Visiting Professorship and the 'Lalo' Delgado Poetry Festival;
- (5) Engaging students, faculty and staff in co-curricular activities and events;
- (6) Advocating with Chicanx, Latinx, Mexicanx communities in the enhancements of their lives through the development of grants, projects, and programs;
- (7) Mentoring and cultivating academically rigorous, critically conscious, politically astute individuals, and social activists.

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 input the following information into digital measures which includes a) portfolio summary; 2) 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.

Chicana/o Studies Ratings for Scholarly Activities

<u>Meets Standards</u>	
This performance level demonstrates the minimum required accomplishments for a Category III faculty.	<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>.

	<ol style="list-style-type: none"> 5. Category III faculty spends some time advising students and/or organizations; providing them with multiple options and extensive information; and 6. Category III faculty uses professional contacts and knowledge occasionally to inform their advising and to provide students with information regarding opportunities. 7. 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
<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.

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 and within summer guidelines 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

<u>Meets Standards</u> This performance level demonstrates the minimum required accomplishments for a faculty member. Tenured faculty member can achieve promotion	<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;
--	--

at this level provided standards in other areas are met.	<ol style="list-style-type: none"> 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. CHS Department Faculty Evaluation: Observations will be conducted on a yearly basis for Pre-Tenured track faculty. A minimum of 1, maximum of 3 observations will be conducted after tenure per evaluation period. Observations can be conducted by either internal or external observers. Observations will be formative and private between the observer and the faculty member, however, the Department Chair will keep track of who has been evaluated to ensure that all faculty have met the requirements for their rank. One observation must be included in each portfolio for retention, tenure and promotion. Faculty members may choose which observation to include in the portfolio. 7. Faculty provides 5 office hours a week to meet and/or counsel students; 8. Faculty advises students and/or organizations; providing them with multiple options and extensive information; and 9. Faculty uses professional contacts and knowledge when called upon 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

<u>Meets Standards</u>	1. Promotion candidate has engaged in scholarly or creative activities that enhance teaching and/or furthers their discipline;
This performance level demonstrates	

the minimum required accomplishments for a faculty member.	<ol style="list-style-type: none"> 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; or 4. Works with other scholars both in and out of the department in research and publication used in classrooms; and 5. Other possible activities 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

<u>Meets Standards</u> This performance level demonstrates the minimum required accomplishments for a faculty member.	<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;
---	--

	<ol style="list-style-type: none"> 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; 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, 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.
--	--

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

<u>Meets Standards</u> This performance level demonstrates the minimum required accomplishments for a faculty member. Tenured faculty member can	<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, meeting departmental and University
--	--

achieve post tenure review at this level provided standards in other areas are met.	<p>expectations including the writing and student learning outcome expectations.</p> <ol style="list-style-type: none"> 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. Faculty advises students and/or organizations, providing them with multiple options and extensive information; 7. Faculty provides 5 office hours a week to meet and/or counsel students; and 8. Faculty uses professional contacts and knowledge consistently 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

<u>Meets Standards</u> This performance level demonstrates the minimum required accomplishments for a faculty member.	<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
---	---

	<p>provides pro bono consultation to community organizations dealing with research and publication;</p> <p>4. Works with other scholars, both in the department and with other departments in research and publication used in classrooms; and</p> <p>5. Other possible activities would upgrade their education, certification or licenses relative to their work assignments.</p>
<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.

<p><u>Chicana/o Studies Ratings for Service 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;
--	--

	<ol style="list-style-type: none"> 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.
<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

Promotion to Senior Lecturer:

The Lecturer must satisfy the conditions for promotion to Senior Lecturer established in Chapter VI of the *Handbook*. These include the following criteria:

<ol style="list-style-type: none"> a. Faculty member's credentials meet the criteria determined by the hiring Department and articulated in the Hiring Protocols; b. They have a total of six years (at least three of which must have been consecutive and at least one of which must have been within 18 months of the senior lecturer appointment) of performance to MSU Denver. c. Promotion is contingent upon a recommendation from the Department Chair, the Dean and the Provost; c. If promoted to a Senior Lecturer, the salary will be adjusted to reflect the new title;
In addition to the handbook criteria, faculty members seeking promotion to Senior Lecturer should be able to demonstrate the following:

1. Participation in curriculum development via the faculty members own courses;
2. Taught a variety of courses in the CHS Department;
3. At least 75% of SRIs are above the departmental average;
4. Meets the CHS faculty evaluation guidelines.

If the faculty member meets the above stated criteria for promotion, (s) he or she may initiate the process for promotion in accordance with the following steps:

1. The faculty member will make a request for promotion to the Department Chair and submit a Portfolio as described above for comprehensive review;
2. The Department Chair will submit the recommendation for or against promotion to the Dean;
3. The Dean will submit a recommendation for or against promotion to the Provost; and
4. The Provost will approve or disapprove the recommendation for promotion.

Guidelines for Emeritus Status in the Chicana/o Studies Department

Basic Requirements:

According to MSU Denver's *Handbook for Professional Personnel*, "All faculty who have completed ten years or more of full-time service at the University shall be eligible at the time of their retirement for an emeritus title equivalent to their highest professional rank. Faculty who participate in the transitional retirement program or who continue to teach full-time at the University after retirement are considered to be members of the faculty and therefore are not eligible for emeritus status" (pg. 36). A department chair or any faculty member of the department may nominate faculty for emeritus status.

- Faculty member consistently exceeded the College of Letters, Arts and Sciences requirements.
- Have a teaching history that significantly and consistently exceeded the Department's minimum standard for teaching, such as weighted average SRIs of 4.5 or higher, participating in advising and assessment, and other student involvement and support.
- Have a record of service at all three levels of the university (Department, College, and University), as well as service to the community and the profession.
- Have a desire to continue involvement with the Chicana/o studies Department, the College of Letters, Arts and Sciences (LAS), and the University.

Once a person is nominated, the Department Chair will substantiate that the nominee has satisfied the requirements above. The nomination must then be endorsed by the

majority of the full-time faculty members of the department and by the Dean of the College of Letters, Arts and Sciences, who then will forward the recommendation to the Provost. If the Provost agrees with the nomination, he or she will forward the nomination to the President of the University. If the President concurs, he or she will forward the nomination to the Board of Trustees for final approval.

The benefits for an Emeritus Faculty member are outlined in the *Handbook for Professional Personnel*.