

The Attached Departmental Guidelines for the
Department Chicana/o Studies

at

The Metropolitan State College of Denver
are submitted for Approval for the Period

January 1, 2012 through December 31, 2012

Approvals:

Department Faculty Committee _____ Date _____

Department Vote _____ (For) _____ (Against)

Department Chair _____ Date _____

Dean _____ Date _____

VPAA _____ Date _____

Continuation of Approval:

January 1, ____ through December 31, _____ _____ (Chair) (Dept. Vote) ____ (For) ____ (Against)

January 1, ____ through December 31, _____ _____ (Chair) (Dept. Vote) ____ (For) ____ (Against)

January 1, ____ through December 31, _____ _____ (Chair) (Dept. Vote) ____ (For) ____ (Against)

DEPARTMENT OF CHICANA AND CHICANO STUDIES

EVALUATION GUIDELINES

Submitted by Dr. Ramon Del Castillo, Associate Professor, Chair
January 22, 2012

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 it works with students to achieve academic excellence: social justice, human rights, self empowerment, cultural competence and service to community. The Department realizes students need the best academic tools available in order to compete in the market place and to better the world we live in and 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 Paolo Freire who assumes that the teacher is not all-knowing or neutral; the teacher shares his/her knowledge; however, within his 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 understands that Chican@ Studies as a relatively new discipline, founded in the early 1970s has grown tremendously as it ventures into new and exciting areas of inquiry. This relative newness puts 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. Current social and political issues are similar to issues the founders of CHS were responding to in many ways, for example, Chican@ and Latin@ dropout rates in 1969 were at 40%, today they are at an alarming rate of 60% in some national, regional and local school districts. A larger percentage of Chican@ population can be considered part of the middle class than in 1969; however, with the constant migrations of peoples from Mexico and the global south, in general, access to jobs with a living wage is limited. Globalization and neo-liberal economic policies such as NAFTA, CAFTA, FTAA and others have impacted

all of the Americas, but have most negatively impacted those belonging to the most vulnerable and marginalized communities in the hemisphere.

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

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 Tenure 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.

Chicana/os Studies Ratings for Teaching

<p><u>Exceed Standards</u></p>	<p>This is a level of superior accomplishment that demonstrably and substantially surpasses the “Meets Standards” rating and is reserved for those whose performance clearly meets or exceeds the highest Standards of the College. Use of extensive course material of various formats, which reflect mastery of the most current research and addresses contemporary theory of the discipline of Chican@ Studies.</p>
<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 assessment to improve student learning; 3. For 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 above or equal to prefix averages for same level (lower or upper level) courses; 5. Uses scholarly written work including proposals that have been funded and pertain to the field of Chican@ 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. 6. Summative peer observation describes solid pedagogy and facilitation of student learning; 7. Faculty spends some time advising students and/or organizations; providing them with multiple options and extensive information; and 8. Faculty uses professional contacts and knowledge occasionally 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. Examples may include, but are not limited to:</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.

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.

Guidelines to achieve tenure in Chicana/o Studies: Tenure candidate must demonstrate in their narrative and annotated resume that they have made 1 or more major contributions to their discipline that have been peer reviewed or accepted by a jury.

<u>Exceeds Standards</u>	This is a level of superior accomplishment that demonstrably and substantially surpasses the “Meets Standards” rating and is reserved for those whose performance clearly meets or exceeds the highest Standards of the College.
<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 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 Chican@ 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 in research and publication used in classrooms; and5. Other possible activities would upgrading 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

Guideline to achieve tenure: Tenure candidate must demonstrate in their narrative that they have participated in shared governance at the college, and used their disciplinary or professional expertise to make an unpaid contribution to their professional organizations or the community outside of the college. Service involves contribution to the improvement of the welfare of the College at any level and unpaid public service to the community or professional organization.

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.

<u>Exceeds Standards</u>	This is a level of superior accomplishment that demonstrably and substantially surpasses the “Meets Standards” rating and is reserved for those whose performance clearly meets or exceeds the highest Standards of the College. Examples may include, but are not limited to;
<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 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, school, or college 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 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 newspaper or small magazine and sharing work in class;

	<ol style="list-style-type: none">5. Provides (2-3) speaking engagements, training or workshops to community groups, public sector organizations and/or nonprofit organizations in areas related to Chican@ Studies;6. Demonstrate contributions to shared governance in the department, school or college or within their disciplinary organization or contributions using their disciplinary organization or contributions using their disciplinary expertise to the community outside of the college.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.
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