



## MISSION STATEMENT AND EVALUATION STANDARDS:

The mission of the Institute for Women's Studies and Services (IWSS) is to provide academic and holistic support for students targeted by sexism and other intersecting oppressions. The academic program within IWSS identifies and critically examines systems of power utilizing intersectional and transnational frameworks that allow for self-reflection and active engagement in social change. Gender, Women, and Sexualities (GWS) Studies seeks to tenure and promote faculty who demonstrate a commitment to the Institute's mission and who exhibit growth and development commensurate with meeting the standards for teaching, scholarly activities, and service outlined in this document.

In the spirit of the Boyer model<sup>1</sup>, 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 and critical thought.
- The scholarship of discovery: the academic research that leads to new knowledge.
- The scholarship of integration: the interdisciplinarity that is at the heart of GWS.
- 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 MSU Denver 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 university as a whole rather than distinct parts.

As part of the process of demonstrating attainment of a "meets" 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, MSU 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."

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

## **General Standards of Performance for Faculty College of Letters, Arts and Sciences**

To clarify expectations, the College of Letters, Arts and Sciences has established a set of General Standards of Performance for all faculty members within the College. Compliance with CLAS General Standards is a prerequisite to a satisfactory performance rating on faculty evaluations.

University policies are in the Handbook for Personnel, the catalog and on the policy website. College policies are under the purview of the Dean in consultation with the academic department Chairs.

Departmental policies are established by the Chair in consultation with the Dean and their Faculty. The General Standards of Performance for the Faculty in the College of Letters, Arts and Sciences are:

1. Timely performance of responsibilities and other responsibilities as specified in the faculty member's contract, the Handbook, and in accordance with the academic and procedural calendars including submission of grades by the deadline established by the Registrar.
2. Adherence to accepted standards of professional conduct as established by the Handbook and AAUP.
3. Faculty are expected to be available by email or phone during their contractual period which for full time faculty is August 1 through May 30<sup>th</sup>, excluding when the campus is closed.
4. Faculty shall be responsible for the conduct of assigned classes and submitting grades by the University deadline; shall provide the chair with timely notice in the event that they cannot conduct a class (or classes); and, pursuant to written departmental policy, shall arrange, when possible, for instruction to be provided when they cannot be present — either by a substitute or by class assignment.
5. During the first week of class faculty shall present to all students attending class a syllabus containing the course description, their grading criteria, CLAS syllabus policies and special notices required by law or institutional policy.
6. Faculty shall, as established by departmental policies, adopt such procedures as necessary to assure that adequate and accurate records of student performance are maintained.
7. Full-time faculty shall establish, post, and keep a minimum of 5 office hours weekly during each academic term of the regular academic year.
8. The normal teaching load for full-time faculty is 24 semester credit hours per academic year.
9. In addition to teaching their classes, full-time faculty members shall prepare for classes, evaluate students' performance, confer with and advise students. Tenure-line faculty will participate in committee work, scholarly activities, service and other appropriate professional activities. Full-time faculty are expected to devote an average of at least 40 hours per week during the contract year to meeting their teaching and other obligations.
10. Faculty shall keep syllabi and student records for all classes for one calendar year after the end of the semester in which the course was taught.
11. Faculty shall respond to emails in a timely manner as established by their departmental policies.

## **Guidelines for Tenure and Promotion to Associate Professor**

The institution, as well as The Handbook for Professional Personnel, makes no distinction between early tenure and tenure. If the candidate has met the guidelines listed below and is a 4th year tenure-track faculty member, whether they have brought in years or has any previous experience, he or she is eligible to apply for tenure and should be evaluated on the criteria listed below.

### **EVALUATION STANDARDS FOR TEACHING (TENURE)**

Teaching is the act of creating and maintaining an environment which enhances the opportunities for student learning and growth in GWS; 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.). GWS instructors also employ feminist pedagogical techniques when possible which include valuing diverse experiences within an intersectional framework and engaging students in discussions that are not only analytical but solution oriented in service of women's empowerment.

Areas of growth and achievement in teaching to promote greater student learning include: 1) content expertise and the integration of scholarly work in teaching; 2) instructional design; 3) instructional delivery that communicates and "translates" content into a format accessible to students and employs pedagogical methods that integrate feminist practices and perspectives to create an environment conducive to learning; 4) The use of assessment to improve courses; and, 5) student advising in and beyond the classroom. 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 one of the departmental observations options listed below. Note that GWS scholars often face resistance in the classroom, and therefore teaching evaluations may reflect students' discomfort with challenges to their thinking. Multiple forms of evaluation, including peer evaluations and classroom observations, help to put student resistance in context.

<b>Needs Improvement</b>	This rating means the faculty member has not accomplished all of the necessary activities to attain the "Meets Standards" rating.
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<p>Meets <b>Standards:</b></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 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"> <li>1) The faculty member has a strong record of teaching a breadth and depth of course preparations, as appropriate to the member's particular specialization and departmental needs, including revisions of particular courses to meet student, departmental and University needs.</li> <li>2) Courses are designed and delivered using multiple approaches to facilitate student learning.</li> <li>3) 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.</li> <li>4) The faculty member uses professional expertise along with course and/or program assessment results to improve courses.</li> <li>5) For any general studies courses taught, the tenure candidate designed their course in accordance with the official course syllabus meeting, departmental and university expectations including the writing and student learning outcome expectations.</li> <li>6) Assessment of general studies courses comply with departmental and university requirements.</li> <li>7) SRI's for campus base classes are compared to same level courses (lower or upper division) within the prefix. Tenure candidate's SRI's should have a record of student evaluations that demonstrate a score of a minimum of 4.5 out of 6.0 in two-thirds of classes taught, including comments if available. 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.</li> <li>8) SRI's for online classes are compared to same level courses (lower or upper division) within the prefix. Tenure candidate's SRI's should have a record of student evaluations that demonstrate a score of a minimum of 3.5 out of 6.0 in two-thirds of classes taught, including comments, if available. 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.</li> </ol>
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	<p>9) One departmental peer observation from the following options:</p> <ul style="list-style-type: none"><li>• Option 1 – provide evidence, via formative or summative peer observations of effective facilitation of student learning. These observations should be from colleagues in the department and demonstrate the candidate’s ability to maintain an effective classroom environment with course content and pedagogies that meet the needs of a differentiated student body.</li><li>• Option 2 - provide evidence through an annotated syllabus or assignment(s) that demonstrates an innovative teaching practice, the integration of scholarly activities into teaching, or contribution to the department's or university's mission (inclusive excellence for instance) or teaching excellence.</li></ul> <p>10) The faculty member has a record of effective participation in course and program review, and departmental assessment activities.</p> <p>11) The faculty member thoroughly and accurately advises students, using professional knowledge and contacts when possible as evidenced by advising feedback.</p>
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EVALUATION STANDARDS FOR SCHOLARLY ACTIVITIES (TENURE)

Scholarly activities in Gender, Women, and Sexualities 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 are usually validated in higher education through a peer review process of colleagues in Gender, Women, and Sexualities Studies or related fields.

The tenure candidate must demonstrate in the narrative and annotated CV active engagement and participation in scholarly activities within the interdisciplinary field of Gender, Women and Sexualities Studies. The department also values scholarly activity that supports classroom instruction and curricular development. This is demonstrated by, but not limited to, publishing in peer-reviewed scholarly publications, presentations at juried academic conferences, and creative expressions such as film, performance, and digital media. The GWS Department RTP Committee in conjunction with the IWSS Director may determine equivalent scholarly activities that may replace a scholarly publication such as having a substantial and competitive outside grant accepted, editing a book 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). Collaborative work with community partners to produce transformation action research in the form of a policy report may also be considered under scholarly activities. Evidence for scholarly achievement includes, but is not limited to, published articles, programs from refereed scholarly conferences, and the faculty's narrative.

Needs Improvement	This performance level simply means the faculty member has not accomplished all of the necessary activities to attain the "Meets Standards" rating.
<p>Meets Standards:</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 standards in all other areas).</p>	<p>1) During the evaluation period the tenure candidate has had at least two disciplinary or pedagogical or creative works germane to GWS or pedagogical works or creative works accepted in a peer-review scholarly publication, whether in print or online; or, has had their creative work accepted into a regional, national or international juried exhibition or performance. Alternative activities are outlined above.</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: A scholarly publication is one that is authored by academics for a target audience that is mainly</p>

	<p>academic in focus with the intent to report on or support research needs as well as advance one's knowledge on a topic or a theory related to academic subfield field within gender, women, and sexualities studies. The publication will likely be peer reviewed or refereed by external reviewers. The publisher should be a professional organization or an academic press.</p>
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**EVALUATION STANDARDS FOR SERVICE ACTIVITIES (TENURE)**

Faculty service enriches the life of the university, 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 university 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, school, university, community, or discipline) than others but significant service to the department and university is expected.

Tenure candidates participate in shared governance at the university, and use their disciplinary or professional expertise to make an unpaid contribution to women's studies or related area of scholarship organizations, or the community outside of the university. Evidence for service achievement includes artifacts of department, school, university, community, or disciplinary service (such as letters) and the faculty narrative.

<p><b><u>Needs Improvement</u></b></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><b><u>Meets Standards:</u></b></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 standards in all other areas).</p>	<p>The tenure candidate must demonstrate significant contributions to shared governance in the department, school or university or within their disciplinary organization or contributions using their disciplinary expertise to the community outside of the university.</p> <p>I) Continuous and active membership on one departmental committee for at least three years. The candidate should be able to demonstrate that they do more than attend meetings. For example, members can contribute by keeping minutes, wiring committee reports and letters, organizing and communicating meetings, preparing subcommittee reports, or acting as committee chair.</p> <p>AND</p> <p>2) Active membership on at least two departmental committees with significant activity that demonstrated shared governance at the departmental level. Examples include working with student clubs, student events, student coaching, student mentorship, and promotion of student achievement; serving as a member of a search committee, serving on a curriculum committee, a task force such as assessment planning and reviewing for general studies or program-level assessment, or participating in a major committee initiative.</p>

	<p>AND</p> <p>3) An active, multiyear term on a college or university committee or Faculty Senate with subcommittee service.</p> <p>OR (may substitute for college/university service)</p> <p>A pattern of service in the community that is either discipline related or related to the mission of MSU Denver. As per MSU Denver's <i>Handbook for Professional Personnel</i>, such service must be unpaid.</p>
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## **Guidelines for Promotion to Full Professor**

For promotion to Professor, there is an expectation for a record of "significant accomplishment" in all three areas of evaluation. (Handbook for Professional Personnel V.H.C.). Therefore, the expectation for promotion is that the candidates go beyond rather than maintaining previous standards for Associate Professor. The candidate demonstrates their "significant accomplishment" in the narrative, annotated CV and additional materials required in the portfolio submission process.

### **EVALUATION STANDARDS FOR TEACHING** **(PROMOTION)**

Teaching is the act of creating and maintaining an environment which enhances the opportunities for student learning and growth in GWS; 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.). GWS instructors also employ feminist pedagogical techniques when possible which include valuing diverse experiences within an intersectional framework and engaging students in discussions that are not only analytical but solution oriented in service of women's empowerment.

Areas of growth and achievement in teaching to promote greater student learning include: 1) content expertise and the integration of scholarly work in teaching; 2) instructional design; 3) instructional delivery that communicates and "translates" content into a format accessible to students and employs pedagogical methods that integrate feminist practices and perspectives to create an environment conducive to learning; 4) The use of assessment to improve courses; and, 5) student advising in and beyond the classroom. Faculty seeking promotion and post tenure review 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 one of the departmental observations options listed below. Note that GWS scholars often face resistance in the classroom, and therefore teaching evaluations may reflect students' discomfort with challenges to their thinking. Multiple forms of evaluation, including peer evaluations and classroom observations, help to put student resistance in context.

Needs Improvement	This rating means the faculty member has not accomplished all of the necessary activities to attain the "Meets Standards" rating.
<p>Meets Standards:</p> <p>This rating demonstrates the minimum required accomplishments for a faculty member. This evaluation standard is sufficient to achieve promotion and post tenure review (assuming that faculty member meets 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"> <li>1) The faculty member has a strong record of teaching a breadth and depth of course preparations, as appropriate to the member's particular specialization and departmental needs, including revisions of particular courses to meet student, departmental and University needs.</li> <li>2) Courses are designed and delivered using multiple approaches to facilitate student learning.</li> <li>3) 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.</li> <li>4) Faculty member uses professional expertise along with course and/or program assessment results to improve courses.</li> <li>5) For any general studies courses taught, the candidate designed their course in accordance with the official course syllabus meeting, departmental and university expectations including the writing and student learning outcome expectations.</li> <li>6) Assessment of general studies courses comply with departmental and university requirements.</li> <li>7) SRI's for campus base classes are compared to same level courses (lower or upper division) within the prefix. Candidate's SRI's should have a record of student evaluations that demonstrate a score of a minimum of 4.5 out of 6.0 in two-thirds of classes taught, including comments if available. 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.</li> <li>8) SRI's for online classes are compared to same level courses (lower or upper division) within the prefix. Candidate's SRI's should have a record of student evaluations that demonstrate a score of a minimum of 3.5 out of 6.0 in two-thirds of classes taught, including comments if available. 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</li> </ol>

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.

9) One departmental peer observation from the following options:

- Option 1 – provide evidence, via formative or summative peer observations of effective facilitation of student learning. These observations should be from colleagues in the department and demonstrate the candidate’s ability to maintain an effective classroom environment with course content and pedagogies that meet the needs of a differentiated student body.
- Option 2 - provide evidence through an annotated syllabus or assignment(s) that demonstrates an innovative teaching practice, the integration of scholarly activities into teaching, or contribution to the department's or university's mission (inclusive excellence for instance) or teaching excellence.

10) The faculty member should have a record of highly effective participation in course and curriculum development and revision, whether as part of committee, task force, or updating of a particular course, and/or program review, and departmental assessment activities.

11) The faculty member thoroughly and accurately advises students, using professional knowledge and contacts when possible as evidenced by advising feedback.

### **POST TENURE REVIEW**

For Post Tenure Review, the faculty member should teach a range of courses appropriate to the member's particular discipline and keeps those courses up to date. The faculty member should have a record of participation in course review and assessment for the Department. The faculty member should advise students. The faculty member should have SRI ratings as listed above (see #7 & #8).

**EVALUATION STANDARDS FOR SCHOLARLY ACTIVITIES**  
**(PROMOTION)**

Scholarly activities in GWS 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 are usually validated in higher education through a peer review process of colleagues in GWS or related fields.

The promotion and PTR candidate must demonstrate in the narrative and annotated CV active engagement and participation in scholarly activities within the interdisciplinary field of Gender, Women and Sexualities Studies. The department also values scholarly activity that supports classroom instruction and curricular development. This is demonstrated by, but not limited to, publishing in peer-reviewed scholarly publications, presentations at juried academic conferences, and creative expressions such as film, performance, and digital media. The GWS Department RTP Committee in conjunction with the IWSS Director may determine equivalent scholarly activities that may replace a scholarly publication such as having a substantial and competitive outside grant accepted, editing a book 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). Collaborative work with community partners to produce transformation action research in the form of a policy report may also be considered under scholarly activities. Evidence for scholarly achievement includes, but is not limited to, published articles, programs from refereed scholarly conferences, and the faculty's narrative.

<p><b>Needs Improvement</b></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><b>Meets Standards:</b></p> <p>This rating demonstrates the minimum required accomplishments for a faculty member. This evaluation standard is sufficient to achieve promotion or post tenure review (assuming that faculty member meets standards in all other areas).</p>	<p>1) The promotion or post tenure review candidate has had at least one disciplinary or pedagogical or creative works germane to women's studies or pedagogical works or creative works accepted in a peer-review scholarly publication, whether in print or online; or, has had their creative work accepted into a regional, national or international juried exhibition or performance. Alternative activities are outlined above.</p> <p>2) The promotion or post tenure review 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: A scholarly publication is one that is authored academics for a target audience that is</p>

	mainly academic in focus with the intent to report on or support research needs as well as advance one's knowledge on a topic or a theory related to academic subfield field within GWS. The publication will likely be peer reviewed or refereed by external reviewers. The publisher should be a professional association or an academic press.
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**POST TENURE REVIEW**

For Post Tenure Review, the faculty member should continue to engage in scholarly activities, including presentations or publications, on a regular basis beyond the institutional level.

**EVALUATION STANDARDS FOR SERVICE ACTIVITIES (PROMOTION)**

Faculty service enriches the life of the university, 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 university 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, school, university, community, or discipline) than others but significant service to the department and university is expected.

Promotion and post tenure review candidates show a pattern of leadership in their service activities, such as chairing a committee, writing a major report for a committee, or task force. The candidate also participates in the shared governance at the college, and uses their disciplinary or professional expertise to make an unpaid contribution to women's studies or related area of scholarship organizations or the community outside of the university. Evidence for service achievement includes artifacts of department, school, university, community, or disciplinary service (such as letters) and the faculty narrative.

<p><b><u>Needs Improvement</u></b></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><b><u>Meets Standards:</u></b></p> <p>This rating demonstrates the minimum required accomplishments for a faculty member. This evaluation standard is sufficient to achieve promotion or post tenure review (assuming that faculty member meets standards in all other areas).</p>	<p>The candidate must demonstrate significant contributions to shared governance in the department, school or university or within their disciplinary organization or contributions using their disciplinary expertise to the community outside of the university.</p> <p>1) The candidate should demonstrate that they have acted in a leadership role.</p> <p>AND</p> <p>2) The candidate should demonstrate that he or she have participated in shared governance by making meaningful contributions to a committee or task force, participating in a major committee initiative, contributing to the writing of a major report, leading a major campus initiative, or serving as committee liaison to other members of the department or university bodies outside of the department in at least one of his/her service activities.</p> <p>AND</p> <p>3) Continuous and active membership on at least two departmental committees with service for at least two years on one committee.</p>

	<p>AND</p> <p>4) An active, multiyear term on a college or university committee/task force or Faculty Senate with subcommittee service.</p> <p>OR (may substitute for college/university service)</p> <p>Service in the community that is either discipline related or related to the mission of MSU Denver. As per MSU Denver's <i>Handbook for Professional Personnel</i>, such service must be un<sup>p</sup>_aid.</p>
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### **POST TENURE REVIEW**

For Post Tenure Review, the faculty member should continue to participate in at least two committees at the Department and other level of the University or participate in significant service to the community that uses his or her disciplinary expertise.

## Gender, Women, and Sexualities Studies

### CRITERIA FOR EMERITUS STATUS OF FACULTY

1. To be considered for emeritus status, GWS adheres to the *Handbook for Professional Personnel* requirements of:
  - a. Eligibility
    - i. 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.
    - ii. 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 yet eligible for emeritus status.
  - b. Selection
    - i. A department chair or any faculty member of the department may nominate faculty for emeritus status. The nomination should be substantiated in terms of length of service, excellence in teaching, and other contributions to the University.
    - ii. The nomination must be endorsed by a majority of the tenured members of the department and by the dean, who then will forward the recommendation to the Provost.
    - iii. If the Provost concurs with the nomination, the Provost shall forward the nomination to the President.
    - iv. If the President concurs with the nomination, the President will transmit it to the Board of Trustees for final determination and approval.
  - c. Benefits: Faculty awarded emeritus status will have the following benefits:
    - i. Be a non-voting member of the department;
    - ii. Have an opportunity to teach up to nine credit hours per semester as a part-time faculty member, if requested by the department;
    - iii. Be listed in the University Catalog following retirement for life;
    - iv. Be recognized at an appropriate campus function;
    - v. Be given support staff materials as available and deemed appropriate by the chair;
    - vi. Be entitled to retain a University e-mail account;
    - vii. Retain library privileges; and,
    - viii. Be entitled to all other benefits of retired faculty.

## **Gender, Women, and Sexualities Studies**

### **Guidelines for Category II Faculty Reappointment and Promotion to Senior Lecturer**

Category II faculty are subject to the norms and expectations of academic freedom befitting an institution of higher education. Furthermore, they serve as contingent faculty appointed for defined terms. Category II faculty are hired most often to teach full-time under contracts of a duration between one and three years and are eligible for reappointment at the discretion of the Director with final approval of the Dean. Decisions to reappoint are based upon the needs of the department or program and also take into consideration the candidate's qualifications and performance. Performance evaluation, therefore, is done in part to support reappointment decisions and in part to foster improvement in Category II faculty members.

Portfolios shall be submitted electronically via Digital Measures (DM) and must comply with contents set forth in the Handbook, Section VI. In addition, one 'Other Document' must be included (e.g., syllabus, innovative teaching assignment), and up to three 'Other Documents' may be included in the Portfolio to support the evaluation requirements.

The Department's role and mission also includes advising, providing other ancillary services for students, and facilitating faculty professional development.

#### Criteria for the Evaluation of Category II Faculty

**Contractual Responsibilities:** The faculty member must meet the contractual responsibilities defined in the MSU Denver Handbook for Professional Personnel as a prerequisite to a satisfactory performance rating.

#### EVALUATION STANDARDS FOR TEACHING

Teaching is the act of creating and maintaining an environment which enhances the opportunities for student learning and growth in GWS; 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.). GWS instructors also employ feminist pedagogical techniques when possible which include valuing diverse experiences within an intersectional framework and engaging students in discussions that are not only analytical but solution-oriented in service of women's empowerment.

<p><b><u>Meets Standards:</u></b> This rating demonstrates the minimum required accomplishments for a faculty member in four areas: content expertise, instructional design, instructional delivery, instructional assessment.</p>	<p><b>CAT II Faculty Reappointment</b></p> <p>The faculty member achieves all of the following:</p> <ol style="list-style-type: none"> <li>1. Courses have a demonstrated pattern of content expertise through a display of basic course materials that reveal currency and relevance to the discipline.</li> <li>2. Each course is kept current through review of instructional resources and the regular addition of new materials, as appropriate.</li> <li>3. Expectations for student learning and performance are clearly communicated in syllabi and are linked to course content and assessment.</li> <li>4. Courses are designed and delivered using multiple approaches to facilitate student learning in the relevant learning environment (classroom, on-line, hybrid, etc.)</li> <li>5. For any general studies courses taught, the candidate designed their course in accordance with the official course syllabus meeting, departmental and university expectations including the writing and student learning outcome expectation.</li> <li>6. SRI's for campus based class are compared to same level courses (lower or upper division) within the prefix. Category II candidate's SRIs should have a record of student evaluations that demonstrate a score of a minimum of 4.5 out of 6.0 in two-thirds of classes taught, including comments if available. 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 a student ratings of instruction through shifting instructional content and/or design and/or delivery and incorporating feedback from student commentary.</li> <li>7. SRI's for online class are compared to same level courses (lower or upper division) within the prefix. Category II candidate's SRIs should have a record of student evaluations that demonstrate a score of a minimum of 3.5 out of 6.0 in two-thirds of classes taught, including comments if available. 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 a student ratings of instruction through shifting instructional content and/or design and/or delivery and incorporating feedback from student commentary.</li> <li>8. Assessment of courses comply with departmental and university requirements.</li> </ol>
<p><b><u>Needs Improvement</u></b></p>	<p>This rating means the faculty member has not accomplished all of the necessary activities to attain the "Meets Standards" rating.</p>

**Reappointment Recommendations**

1. The Director will evaluate the Portfolio and write a letter – not to exceed two pages – recommending retention or non-retention to the Dean;
2. The Dean will evaluate the Portfolio and the Director's recommendation, and determine if the Category II faculty member should be reappointed.

3. If either the Director or the Dean recommends non-retention, the Portfolio and recommendations will be submitted to the Provost for a final decision regarding retention. All letters and decisions will become part of the Category II faculty member's Portfolio and will be submitted in accordance with the Academic Calendar.

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

- a. Their credentials meet the criteria determined by the hiring Department as articulated in the Hiring Protocols, and
- 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.
  - i. Promotion is contingent upon a recommendation from the Department Review Committee, Director, the Dean and the Provost;
  - ii. 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 also have achieved each of the following benchmarks:

1. Participation in curriculum development (may include for faculty's own courses)
2. Taught a variety of courses
3. Demonstrated innovation in pedagogy to facilitate student learning

If the faculty member meets the above stated criteria for promotion, the candidate may initiate the process for promotion in accordance with the following steps:

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

## **Gender, Women, and Sexualities Studies**

### **Guidelines for Category III (Affiliate) Faculty**

Category III faculty (referred to as Affiliate) are subject to the norms and expectations of academic freedom befitting an institution of higher education. Furthermore, they serve as contingent faculty appointed for defined terms. Category III faculty are hired most often to teach on a per-credit-hour basis for specific classes, as needed, usually on a semester-by-semester basis. Affiliate faculty are eligible for reappointment at the discretion of the Director. Decisions to reappoint are based upon the needs of the department or program and also take into consideration the candidate's qualifications and performance. Performance evaluation, therefore, is done in part to support reappointment decisions and in part to foster improvement in Category II faculty members.

Evaluations are conducted in accordance with procedures set forth in the Handbook Section VI and CLAS Guidelines.

The department's role and mission also includes advising, providing other ancillary services for students, and facilitating faculty professional development.

#### Criteria for the Evaluation of Category III Faculty

**Contractual Responsibilities:** The faculty member must meet the contractual responsibilities defined in the MSU Denver Handbook for Professional Personnel, in addition to all Departmental guidelines for Affiliate Faculty, as a prerequisite to a satisfactory performance rating.

**Teaching:** Teaching is the act of creating and maintaining an environment which enhances the opportunities for student learning and growth in GWS; 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.). GWS instructors also employ feminist pedagogical techniques when possible which include valuing diverse experiences within an intersectional framework and engaging students in discussions that are not only analytical but solution-oriented in service of women's empowerment.