

**The Attached Departmental Guidelines for the Department of  
Chicana/o Studies Department**

at

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

January 1, 2022 through December 31, 2022

**Approvals:**

Department Chair Dr. Adriana Nieto

Date 08/01/21

*Adriana P. Nieto*

Dean Dr. John Masserini

Date 02/25/2022

VPAA



Date

The Attached Departmental Guidelines for the  
**DEPARTMENT OF CHICANA AND CHICANO STUDIES  
EVALUATION GUIDELINES**

Dr. Adriana Nieto, Associate Professor and Department Chair for January 1, 2022 to  
December 31, 2022.

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**

Our mission is to prepare and empower culturally responsive students to engage in  
critical thinking about the sociohistorical, multicultural, intersectional, and global  
contexts in which they live, learn and work; understand the changing demographics in

US society; and to articulate and analyze public policy issues and implications grounded in the diverse experiences, expressions, social conditions of Chicano/a/x and Latino/a/x and Indigenous communities.

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) Engaging students, faculty and staff in co-curricular activities and events;
- (5) Advocating with Chicanx, Latinx, Mexicanx communities in the enhancements of their lives through the development of grants, projects, and programs;
- (6) 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; 4) use assessment results to improve their courses, and 5) embed social justice, diversity, equity and inclusion in curriculum and pedagogy.** 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.

### **Evaluation Standards for Teaching (Tenure)**

Teaching is the act of creating and maintaining an environment which enhances the opportunities for student learning and discipline-related growth; at the minimum, 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. Note that CHS 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.

**Chicana/o Studies Ratings for Teaching**

<p><b><u>Meets Standards</u></b></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"> <li>1. Courses are continuously updated and modified to improve content, delivery and design to facilitate student learning, and</li> <li>2. Faculty designs student learning outcomes/objectives and uses evidence-based outcomes with student assessment to improve student learning, and</li> <li>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, and</li> <li>4. Applies current scholarship in the field to keep courses current, including, but not limited to faculty member’s own scholarship, and</li> <li>5. Reflection on student and peer feedback in all its forms and discussion of how it informs teaching and pedagogy.</li> <li>6. Advising: faculty engages in outside of the classroom advising to students regarding resources, contacts and knowledge to support student success and opportunities.</li> </ol>
<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>

**Evaluation Standards for Scholarly Activities (Tenure)**

Scholarly activities in Chicana/o 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 by colleagues in Chicana/o 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 Chicana/o Studies. The department values collaborative scholarly activity and that which supports classroom instruction and curricular development. This is demonstrated by, but not limited to, (co)publishing in peer-reviewed scholarly publications, (co)presentations at juried academic conferences, and (co)creative and public expressions such as essays/poetry, film, performance, and digital media.

The Chicana/o Studies Department RTP Committee in conjunction with the CHS Chair/Director may determine equivalent scholarly activities that may replace a scholarly publication (e.g., 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 (e.g., having a book or textbook 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, (co)published articles, programs from refereed scholarly conferences, and the faculty’s narrative.

**Chicana/o Studies Ratings for Scholarly Activities (Tenure)**

<p><b><u>Meets Standards</u></b></p> <p>This performance level demonstrates the minimum required accomplishments for a faculty member.</p>	<ol style="list-style-type: none"> <li>1. During the evaluation period the tenure candidate has had at least one publication or creative work accepted through peer-review, one of which must be disciplinary/pedagogical work, and the other disciplinary, pedagogical, or creative work, but both germane to CHS. Disciplinary/pedagogical works must be formally accepted (via confirmation email or contract) for publication, whether in print or online. Creative works must be accepted into a regional, national or international juried exhibition or performance. Alternative activities include, serving as a book editor, writing a scholarly book chapter, or publishing a policy report. Publishing a book about one’s research/teaching may count toward the publication minimum, and</li> <li>2. The tenure candidate has had at least two scholarly or creative works at professional meetings and/or other venues where knowledge is shared with a broader audience beyond MSU Denver during the evaluation period. These presentations may also be collaborative.</li> </ol>
<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>

**Evaluation Standards for Service (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. 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.

Of the faculty evaluation attributes, service is perhaps the most difficult to quantify. However, as noted in the Evaluation Standards Statement (see pg. 3), service demands often do not fall equally among all members of the faculty, which can cause significant inequities. These circumstances shall be taken into account when assessing the candidate for tenure/promotion.

Tenure candidates participate in shared governance at the university, and use their disciplinary or professional expertise to make a contribution to Chicana/o 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.

The tenure candidate must demonstrate significant contributions to shared governance in the department, school, or university, and/or within their disciplinary organization, and/or contributions using their disciplinary expertise to engage the community outside of the university. This includes:

### **Chicana/o Studies Ratings for Service**

<p><b><u>Meets Standards</u></b></p> <p>This performance level demonstrates the minimum required accomplishments for a faculty member.</p>	<ol style="list-style-type: none"> <li>1. 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, writing committee reports and letters, organizing and communicating meetings, preparing subcommittee reports, or acting as committee chair, and</li> <li>2. Active membership on at least two departmental, college or university committees with significant activity that demonstrates shared governance, and</li> <li>3. An active, multiyear term on a college or university committee or Faculty Senate with subcommittee service.</li> </ol> <p style="text-align: center;">OR</p> <ol style="list-style-type: none"> <li>4. A pattern of service in the community that is either discipline related or related to MSU Denver.</li> </ol>
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<b><u>Needs Improvement</u></b>	This rating simply means the faculty member has not accomplished all of the necessary activities to attain the “Meets Standards” rating
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## Guidelines for Promotion to Professor in Chicana/o Studies

### **Evaluation Standards for Teaching (Promotion to Full Professor)**

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. Note that CHS 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.

### **Chicana/o Studies Ratings for Teaching**

<b><u>Meets Standards</u></b>	<ol style="list-style-type: none"> <li>1. Courses are continuously updated and modified to improve content, delivery and design to facilitate student learning, and</li> <li>2. Faculty designs student learning outcomes/objectives and uses evidence-based outcomes with student assessment to improve student learning, and</li> <li>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, and</li> <li>4. Applies current scholarship in the field to keep courses current, including, but not limited to faculty member’s own scholarship, and</li> <li>5. Reflection on student and peer feedback in all its forms and discussion of how it informs teaching and pedagogy.</li> <li>6. Advising: faculty engages in outside of the classroom advising to students regarding resources, contacts and knowledge to support student success and opportunities.</li> </ol>
<b><u>Needs Improvement</u></b>	This rating simply means the faculty member has not accomplished all of the necessary activities to attain the “Meets Standards” rating.

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**Evaluation Standards for Scholarly Activities (Promotion to Full Professor)**

Scholarly activities in Chicana/o 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 by colleagues in Chicana/o 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 Chicana/o Studies. The department values collaborative scholarly activity and that which supports classroom instruction and curricular development. This is demonstrated by, but not limited to, (co)publishing in peer-reviewed scholarly publications, (co)presentations at juried academic conferences, and (co)creative and public expressions such as essays/poetry, film, performance, and digital media.

The Chicana/o Studies Department RTP Committee in conjunction with the CHS Chair/Director may determine equivalent scholarly activities that may replace a scholarly publication (e.g., 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 (e.g., having a book or textbook 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, (co)published articles, programs from refereed scholarly conferences, and the faculty’s narrative.

**Chicana/o Studies Ratings for Scholarly Activities**

<p><b><u>Meets Standards</u></b></p> <p>This performance level demonstrates the minimum required accomplishments for a faculty member.</p>	<p>1. During the evaluation period the tenure candidate has had at least one publication or creative work accepted through peer-review, one of which must be disciplinary/pedagogical work, and the other disciplinary, pedagogical, or creative work, but both germane to CHS. Disciplinary/pedagogical works must be formally accepted (via confirmation email or contract) for publication, whether in print or online. Creative works must be accepted into a regional, national or international juried exhibition or performance. Alternative activities include, serving as a book editor, writing a scholarly book chapter, or publishing a policy report. Publishing a book about one’s research/teaching may count toward the publication minimum, and</p>
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	2. The promotion candidate has had at least one scholarly or creative works at professional meetings and/or other venues where knowledge is shared with a broader audience beyond MSU Denver during the evaluation period. These presentations may also be collaborative.
<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 (Promotion to Full)**

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**

<b><u>Meets Standards</u></b>  This performance level demonstrates the minimum required accomplishments for a faculty member.	<ol style="list-style-type: none"> <li>1. 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, writing committee reports and letters, organizing and communicating meetings, preparing subcommittee reports, or acting as committee chair, and</li> <li>2. Active membership on at least two departmental, college or university committees with significant activity that demonstrates shared governance, and</li> <li>3. An active, multiyear term on a college or university committee or Faculty Senate with subcommittee service.</li> </ol> <p>OR</p> <ol style="list-style-type: none"> <li>4. A pattern of service in the community that is either discipline related or related to MSU Denver.</li> </ol>
Needs Improvement	This rating simply means the faculty member has not accomplished all of the necessary activities to attain the “Meets Standards” rating



## **Guidelines for Post Tenure Review in Chicana/o Studies**

**Evaluation Standards for Teaching-(PTR)**

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

**Chicana/o Studies Ratings for Teaching**

<p><b><u>Meets Standards</u></b></p> <p>This performance level demonstrates the minimum required accomplishments for a faculty member. Tenured faculty member can achieve post tenure review at this level provided standards in other areas are met.</p>	<ol style="list-style-type: none"><li>1. Courses are continuously updated and modified to improve content, delivery and design to facilitate student learning, and</li><li>2. Faculty designs student learning outcomes/objectives and uses evidence-based outcomes with student assessment to improve student learning, and</li><li>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, and</li><li>4. Applies current scholarship in the field to keep courses current, including, but not limited to faculty member’s own scholarship, and</li><li>5. Reflection on student and peer feedback in all its forms and discussion of how it informs teaching and pedagogy.</li><li>6. Advising: faculty engages in outside of the classroom advising to students regarding resources, contacts and knowledge to support student success and opportunities.</li></ol>
<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>

**Evaluation Standards for Scholarly Activities (PTR)**

For post-tenure review, the faculty member demonstrates a continued engagement in scholarly activities, including presentations or publications, on a regular basis beyond the institutional level. The candidate demonstrates progress toward at least one disciplinary, pedagogical, creative work or application for an external grant germane to CHS. Progress toward the goal is demonstrated by uploading a draft of the publication or presenting a brief report of activities accomplished toward completing the publication,

exhibition, performance, or community action work; or by submitting proof that the work has been submitted for publication, funding or for peer-review.

**Evaluation Standards for Service (PTR)**

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

**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*.

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

In their narrative, the Category II Lecturer 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 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/a Studies Ratings for Teaching/Advising

**Meets Standards**

This performance level demonstrates the minimum required accomplishments for a Category II Lecturer

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; and
6. Category II Lecturer uses professional contacts and knowledge occasionally to inform their advising and to provide students with information regarding opportunities.

**Needs Improvement.**

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 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.

### 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.

**Meets Standards**

This performance level demonstrates the minimum required accomplishments for a Category 111 faculty.

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 *Handbook for Professional Chapter V*.

	<ol style="list-style-type: none"> <li>5. Category III faculty spends some time advising students and/or organizations; providing them with multiple options and extensive information; and</li> <li>6. Category III faculty uses professional contacts and knowledge occasionally to inform their advising and to provide students with information regarding opportunities.</li> <li>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</li> </ol>
<b>Needs Improvement</b>	<p>This rating simply means the faculty member has not accomplished all of the necessary activities to attain the "Meets Standards" rating.</p>