

# Department: Chicana & Chicano Studies

## Faculty Evaluation Guidelines Effective August 1, 2023

Approvals:

Department Chair/Date:  
Adriana Nieto  
03/3/2023



Dean/Date



03/3/2023

Provost/Date



Marie T. Mora, Ph.D.

May 16, 2023





## **DEFINING FACULTY WORK: VALUES AND GUIDING PRINCIPLES**

Faculty work comprises many intersecting roles, chief among them instructor, scholar, and engaged campus & community partner. These roles have been a foundational standard for decades in higher education. However, as faculty respond to the changing needs and expectations of students, colleagues, and others, the nature of these roles has changed and continues to develop.

The College of Letters, Arts and Sciences (CLAS) is a large academic unit that houses the foundation of human knowledge (arts, humanities, and sciences). Furthermore, we value the diversity within our programs and the contributions of each department. As such, it is essential that we establish guiding principles and values that align with and recognize the many ways faculty meet obligations and expectations tied to their roles.

The process for evaluation and review continues to be established, upheld, and governed by the Faculty Employment Handbook. As stated in this handbook, and in accordance with AAUP Guidelines, departments establish discipline-specific standards for teaching; research, scholarship, creative work; and service. Those discipline-specific standards are the fundamental tools used for our peer review and evaluation process.

The guiding principles and values listed below are intended to provide an overarching and aspirational view for faculty work in CLAS. Departments should view their own standards through the lens of these shared values as they continue to develop and enhance their specific quantitative and qualitative disciplinary expectations for faculty work standards.

### **Teaching & Pedagogy**

Faculty in the CLAS deeply value teaching as an essential and deeply valued act, encompassing a significant aspect of their professional identity. CLAS faculty provide the foundation of human knowledge through the arts, humanities, and sciences. Faculty engage students in the learning process through pedagogy that provides a fundamental disciplinary knowledge. Additionally, they often demonstrate connection points and applicability of concepts through an interdisciplinary lens and reframe concepts for contemporary audiences through equity-minded and inclusive practices.

As experts in their respective fields, faculty are evaluated on the effectiveness and impact of their teaching through quantitative and qualitative measures. While those measures are department- and discipline-specific, CLAS faculty strive to include, but are not limited to, several of the following goals and principles in their teaching:

- Well-designed courses that clearly align learning outcomes for the course, degree, program, and general studies category/course outcomes where appropriate;
- Conveying their disciplinary expertise in an engaged teaching style, bringing enthusiasm for knowledge and intellectual inquiry to the learning environment. This is a faculty member's most effective approach to attracting and retaining students to the discipline and institution;

- Clear linkages between content, relevance, application, and practice;
- Intentional alignment between assignments, activities, and experiences to the learning outcomes and purpose of the course;
- Use of proven and effective teaching practices (High-Impact Practices as one example) when appropriate and effective;
- Developing and enhancing students' ability to demonstrate intellectual competencies and essential skills within and across disciplinary boundaries;
- Broadening disciplinary foci to include diverse perspectives, historically minoritized voices, anti-racist practices, and/or addressing the absence of marginalized populations within historically homogenized primary sources and/or fields;
- Modernizing and enhancing pedagogy with a focus on inclusive and equity-centered practices; use of new and accessible technology; high-quality low- and no-cost options for student materials (OER as one example); and intentionally designed educational experiences as it pertains to course delivery and modality;
- Effective academic guidance and mentorship in the form of availability through regular, consistent office hours and additional connection opportunities (e.g. hallway conversations, before and after class, separate appointments, etc.). Students are then provided an opportunity not only to discuss topics specific to a class, but also major/career aspirations, course recommendations, and post-graduation pathways. This work complements the work of our institution's professional advisors, with each department and/or discipline making determinations on implementation.

The teaching narrative portion of the Promotion, Retention, Tenure, and Post-Tenure review should move beyond the quantitative listing of courses taught, students enrolled, and SRI scores. These metrics, used broadly, can point to overarching themes and trends, but should not necessarily be used as the only indicator of effective teaching.

The narrative presents the opportunity for faculty to reflect on their teaching and report successes; highlight any modification or innovation in their classroom; describe the application of interdisciplinary approaches and connection points for students; or detail enhancements of current materials, experimentation with new approaches, and any tangible impacts the course might have had on the students, including aspects of DEI pedagogy and practice in these areas.

### **Research, Scholarship, & Creative Work**

The creation, acquisition, and dissemination of new knowledge is a hallmark of higher education. CLAS faculty are actively involved in creating new knowledge within their fields, integrating existing knowledge to share with new audiences, and applying disciplinary knowledge and expertise to address contemporary problems. Within a college as large and diverse as CLAS, scholarly and disciplinary impact is vast and constantly developing. The products, venues, and vehicles for distribution of research, scholarship, and creative work vary widely across CLAS.

Despite these necessary distinctions, the overarching foci and scope of research, scholarship, and creative work (RSCW) in CLAS includes **one or more** of the following assumptions:

- Meaningful and recognized intellectual and/or artistic contributions to or across disciplines, typically involving a method of peer review and/or peer recognition through traditional publishing, invitations to prestigious venues, impactful disciplinary gatherings, or new and emerging modalities;
- Development, creation, or establishment of new trends or discoveries within or across disciplines (cross-, multi-, and interdisciplinary), recognized by peers and/or external

audiences for its impact, consequence, and potential to alter, enhance, support, or refute traditional or established assumptions within or across disciplines;

- Interconnectedness between RSCW and the content and/or practice of teaching. This includes, but is not limited to, using RSCW to inform course content, pedagogy, undergraduate research, and attract students to the discipline;
- Demonstrable impact of community-engaged scholarship that improves, enhances, or creates mutually beneficial outcomes for the public good (which may also intersect faculty work in their service category);
- Contributions that elevate the public and intellectual reputation of the institution, college, or department and aligns with the mission, vision, and principles of the institution, college, or department.

The RSCW narrative portion of the Promotion, Retention, Tenure, and Post-Tenure review is an opportunity to provide context for RSCW, not solely list activities. If we are to understand and value our colleagues work through peer review, it is important for the narrative to address the impact of work on a variety of audiences, including those outside MSU Denver; acknowledge academic work that may be forging new trends or ways of thought in our disciplines; recognize promising new mediums and modalities for the distribution of RSCW; and provide overarching reasons why the work is important and worthy of recognition.

## Service

Service to the institution and profession is an essential facet of faculty work, it is expected of individuals in faculty roles, and much of service supports the academic institution's foundation of faculty governance. At its most basic level, it ensures that the governance and operational aspects of running an institution are in place and the academy continues to function and thrive. At a more meaningful level, service is how we give back to our students, our colleagues, and our disciplines. Furthermore, building networks, partnerships, and community is a foundational part of faculty work that takes time, care, and reciprocity. Building networks and partnerships through attending and organizing events as well as contributing to a network's communications helps actualize the university and college mission.

For service to be a consequential endeavor, the responsibilities should align with a faculty member's interests and passions whenever possible. It is important to acknowledge that service is not always visible, nor is it always tied to committees. When making service assignments, department chairs should assure that the work is equally distributed and truly valued in the evaluation process.

Service is recognized and evaluated as a **collection** of the following factors:

- **Time Commitment.** Estimate a proportion of time spent in conjunction with the service percentage expectation in a faculty member's workload. This can then be broken down into hours per week, weeks per semester, etc. Acknowledging that most academic work is cyclical, there will be weeks when time commitment for service is great, and weeks when it is far less.
- **Scope.** The nature of faculty governance and service lends itself to hierarchies among work that divides into groups: university, college, department/program; curriculum, policy, events; national, state, local; etc. Department guidelines should address scope of work when assessing service commitments and obligations.

- **Outcome & Impact.** Consider the product or outcome generated from the work and the impact on its intended recipients. Department guidelines should acknowledge impact through the lens of their disciplinary values, purpose, and common good.
- **Role.** Serving as a chair or leader of a committee, project, or engagement effort will typically increase the impact (and sometimes time commitment) of the service obligation for the faculty member. Defining roles on committees and in other service is an important element in establishing efficient, equitable, and meaningful service expectations.
- **Special Project or Task Force.** Serving on an ad-hoc group to solve long-standing or immediate issues beyond the typical role of a service commitment (committee, professional organization, community engagement group) typically increases the impact (and sometimes time commitment) of the service obligation.
- **Student Guidance and Mentorship (non-academic).** CLAS acknowledges that women, faculty of color, LGBTQIA+ faculty, and other historically minoritized faculty groups often find themselves with increased time commitments serving students that identify with them. This work often falls under the category of "Invisible Service." Due to a need for service across the institution, a faculty member's entire service component cannot be exclusively dedicated to this type of service. It is, however, an important part of faculty work and should be acknowledged in a manner that best suits the different departments and disciplines in CLAS.

The Service narrative portion of the Promotion, Retention, Tenure, and Post-Tenure review is an opportunity to provide context for faculty work, as well as how it aligns with a faculty member's overall/future career trajectory and passions. If we are to understand and value our colleagues' work through peer review, it is important for the narrative to address the complex and varied intersection of service commitments. This will be presented as a collection of service work that can be both quantified and qualified, culminating as an impactful and meaningful part of the faculty portfolio.

**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

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

Submitted by Dr. Adriana Nieto, Professor and Department Chair effective August 2023.

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 Chicana/x, Latina/x, Mexican/x 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>  This performance level demonstrates the minimum required accomplishments for a faculty member. Tenured faculty member can achieve promotion at this level provided standards in other areas are met.	<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.

### **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**

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

<b><u>Meets Standards</u></b>  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.	<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.

### **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*.

	<p>5. Category III faculty spends some time advising students and/or organizations; providing them with multiple options and extensive information; and</p> <p>6. Category III faculty uses professional contacts and knowledge occasionally to inform their advising and to provide students with information regarding opportunities.</p> <p>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</p>
<b>Needs Improvement</b>	This rating simply means the faculty member has not accomplished all of the necessary activities to attain the "Meets Standards" rating.



COLLEGE OF LETTERS,  
ARTS AND SCIENCES

## **DEFINING FACULTY WORK: VALUES AND GUIDING PRINCIPLES**

Faculty work comprises many intersecting roles, chief among them instructor, scholar, and engaged campus & community partner. These roles have been a foundational standard for decades in higher education. However, as faculty respond to the changing needs and expectations of students, colleagues, and others, the nature of these roles has changed and continues to develop.

The College of Letters, Arts and Sciences (CLAS) is a large academic unit that houses the foundation of human knowledge (arts, humanities, and sciences). Furthermore, we value the diversity within our programs and the contributions of each department. As such, it is essential that we establish guiding principles and values that align with and recognize the many ways faculty meet obligations and expectations tied to their roles.

The process for evaluation and review continues to be established, upheld, and governed by the Faculty Employment Handbook. As stated in this handbook, and in accordance with AAUP Guidelines, departments establish discipline-specific standards for teaching; research, scholarship, creative work; and service. Those discipline-specific standards are the fundamental tools used for our peer review and evaluation process.

The guiding principles and values listed below are intended to provide an overarching and aspirational view for faculty work in CLAS. Departments should view their own standards through the lens of these shared values as they continue to develop and enhance their specific quantitative and qualitative disciplinary expectations for faculty work standards.

### **Teaching & Pedagogy**

Faculty in the CLAS deeply value teaching as an essential and deeply valued act, encompassing a significant aspect of their professional identity. CLAS faculty provide the foundation of human knowledge through the arts, humanities, and sciences. Faculty engage students in the learning process through pedagogy that provides a fundamental disciplinary knowledge. Additionally, they often demonstrate connection points and applicability of concepts through an interdisciplinary lens and reframe concepts for contemporary audiences through equity-minded and inclusive practices.

As experts in their respective fields, faculty are evaluated on the effectiveness and impact of their teaching through quantitative and qualitative measures. While those measures are department- and discipline-specific, CLAS faculty strive to include, but are not limited to, several of the following goals and principles in their teaching:

- Well-designed courses that clearly align learning outcomes for the course, degree, program, and general studies category/course outcomes where appropriate;
- Conveying their disciplinary expertise in an engaged teaching style, bringing enthusiasm for knowledge and intellectual inquiry to the learning environment. This is a faculty member's most effective approach to attracting and retaining students to the discipline and institution;

- Clear linkages between content, relevance, application, and practice;
- Intentional alignment between assignments, activities, and experiences to the learning outcomes and purpose of the course;
- Use of proven and effective teaching practices (High-Impact Practices as one example) when appropriate and effective;
- Developing and enhancing students' ability to demonstrate intellectual competencies and essential skills within and across disciplinary boundaries;
- Broadening disciplinary foci to include diverse perspectives, historically minoritized voices, anti-racist practices, and/or addressing the absence of marginalized populations within historically homogenized primary sources and/or fields;
- Modernizing and enhancing pedagogy with a focus on inclusive and equity-centered practices; use of new and accessible technology; high-quality low- and no-cost options for student materials (OER as one example); and intentionally designed educational experiences as it pertains to course delivery and modality;
- Effective academic guidance and mentorship in the form of availability through regular, consistent office hours and additional connection opportunities (e.g. hallway conversations, before and after class, separate appointments, etc.). Students are then provided an opportunity not only to discuss topics specific to a class, but also major/career aspirations, course recommendations, and post-graduation pathways. This work complements the work of our institution's professional advisors, with each department and/or discipline making determinations on implementation.

The teaching narrative portion of the Promotion, Retention, Tenure, and Post-Tenure review should move beyond the quantitative listing of courses taught, students enrolled, and SRI scores. These metrics, used broadly, can point to overarching themes and trends, but should not necessarily be used as the only indicator of effective teaching.

The narrative presents the opportunity for faculty to reflect on their teaching and report successes; highlight any modification or innovation in their classroom; describe the application of interdisciplinary approaches and connection points for students; or detail enhancements of current materials, experimentation with new approaches, and any tangible impacts the course might have had on the students, including aspects of DEI pedagogy and practice in these areas.

### **Research, Scholarship, & Creative Work**

The creation, acquisition, and dissemination of new knowledge is a hallmark of higher education. CLAS faculty are actively involved in creating new knowledge within their fields, integrating existing knowledge to share with new audiences, and applying disciplinary knowledge and expertise to address contemporary problems. Within a college as large and diverse as CLAS, scholarly and disciplinary impact is vast and constantly developing. The products, venues, and vehicles for distribution of research, scholarship, and creative work vary widely across CLAS.

Despite these necessary distinctions, the overarching foci and scope of research, scholarship, and creative work (RSCW) in CLAS includes **one or more** of the following assumptions:

- Meaningful and recognized intellectual and/or artistic contributions to or across disciplines, typically involving a method of peer review and/or peer recognition through traditional publishing, invitations to prestigious venues, impactful disciplinary gatherings, or new and emerging modalities;
- Development, creation, or establishment of new trends or discoveries within or across disciplines (cross-, multi-, and interdisciplinary), recognized by peers and/or external



audiences for its impact, consequence, and potential to alter, enhance, support, or refute traditional or established assumptions within or across disciplines;

- Interconnectedness between RSCW and the content and/or practice of teaching. This includes, but is not limited to, using RSCW to inform course content, pedagogy, undergraduate research, and attract students to the discipline;
- Demonstrable impact of community-engaged scholarship that improves, enhances, or creates mutually beneficial outcomes for the public good (which may also intersect faculty work in their service category);
- Contributions that elevate the public and intellectual reputation of the institution, college, or department and aligns with the mission, vision, and principles of the institution, college, or department.

The RSCW narrative portion of the Promotion, Retention, Tenure, and Post-Tenure review is an opportunity to provide context for RSCW, not solely list activities. If we are to understand and value our colleagues work through peer review, it is important for the narrative to address the impact of work on a variety of audiences, including those outside MSU Denver; acknowledge academic work that may be forging new trends or ways of thought in our disciplines; recognize promising new mediums and modalities for the distribution of RSCW; and provide overarching reasons why the work is important and worthy of recognition.

## Service

Service to the institution and profession is an essential facet of faculty work, it is expected of individuals in faculty roles, and much of service supports the academic institution's foundation of faculty governance. At its most basic level, it ensures that the governance and operational aspects of running an institution are in place and the academy continues to function and thrive. At a more meaningful level, service is how we give back to our students, our colleagues, and our disciplines. Furthermore, building networks, partnerships, and community is a foundational part of faculty work that takes time, care, and reciprocity. Building networks and partnerships through attending and organizing events as well as contributing to a network's communications helps actualize the university and college mission.

For service to be a consequential endeavor, the responsibilities should align with a faculty member's interests and passions whenever possible. It is important to acknowledge that service is not always visible, nor is it always tied to committees. When making service assignments, department chairs should assure that the work is equally distributed and truly valued in the evaluation process.

Service is recognized and evaluated as a **collection** of the following factors:

- **Time Commitment.** Estimate a proportion of time spent in conjunction with the service percentage expectation in a faculty member's workload. This can then be broken down into hours per week, weeks per semester, etc. Acknowledging that most academic work is cyclical, there will be weeks when time commitment for service is great, and weeks when it is far less.
- **Scope.** The nature of faculty governance and service lends itself to hierarchies among work that divides into groups: university, college, department/program; curriculum, policy, events; national, state, local; etc. Department guidelines should address scope of work when assessing service commitments and obligations.

- **Outcome & Impact.** Consider the product or outcome generated from the work and the impact on its intended recipients. Department guidelines should acknowledge impact through the lens of their disciplinary values, purpose, and common good.
- **Role.** Serving as a chair or leader of a committee, project, or engagement effort will typically increase the impact (and sometimes time commitment) of the service obligation for the faculty member. Defining roles on committees and in other service is an important element in establishing efficient, equitable, and meaningful service expectations.
- **Special Project or Task Force.** Serving on an ad-hoc group to solve long-standing or immediate issues beyond the typical role of a service commitment (committee, professional organization, community engagement group) typically increases the impact (and sometimes time commitment) of the service obligation.
- **Student Guidance and Mentorship (non-academic).** CLAS acknowledges that women, faculty of color, LGBTQIA+ faculty, and other historically minoritized faculty groups often find themselves with increased time commitments serving students that identify with them. This work often falls under the category of "Invisible Service." Due to a need for service across the institution, a faculty member's entire service component cannot be exclusively dedicated to this type of service. It is, however, an important part of faculty work and should be acknowledged in a manner that best suits the different departments and disciplines in CLAS.

The Service narrative portion of the Promotion, Retention, Tenure, and Post-Tenure review is an opportunity to provide context for faculty work, as well as how it aligns with a faculty member's overall/future career trajectory and passions. If we are to understand and value our colleagues' work through peer review, it is important for the narrative to address the complex and varied intersection of service commitments. This will be presented as a collection of service work that can be both quantified and qualified, culminating as an impactful and meaningful part of the faculty portfolio.