METROPOLITAN STATE UNIVERSITY OF DENVER
SCHOOL OF LETTERS, ARTS AND SCIENCE

INSTITUTE FOR WOMEN'S STUDIES AND SERVICES
FACULTY EVALUATION GUIDELINES FOR TENURE
2015-16

DEPARTMENT GUIDELINES REVIEW FOR TENURE			
	Approve	Disapprove	Date
 Institute Director	X		1/08/16
_____ Dean of College			
_____ Vice President of Academic Affairs/Provost			

MISSION STATEMENT AND EVALUATION STANDARDS:

The mission of the Institute for Women's Studies and Services is to offer a rigorous, multi-disciplinary curriculum in women's studies and provide services to support present and future success for students. We educate the campus and community about women's lives, histories, and experiences through an integrative model of curricular and co-curricular activities. We encourage engagement in critical dialogue and advocacy for social justice. We empower students and community members by providing access to information and resources.

The academic program within the Institute seeks to tenure 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[1], 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 women's studies.
- 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."

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

PROFESSIONAL RESPONSIBILITIES

- Faculty shall perform responsibilities specified in the Handbook (in accordance with the academic calendar) and adhere to accepted standards of professional conduct, including: the conduct of the assigned classes; providing the chair with timely notice (in writing) in the event they cannot conduct a class (or classes); and shall arrange, when possible, for instruction to be provided when they cannot be present – either by a substitute or by a class assignment.
- Faculty shall present to all students attending a class a course description, class schedule, grading criteria, and special notices required by law or institutional policy (i.e., ADA statement).
- Faculty shall adopt such procedures as necessary to assure that adequate and accurate records of student performance, and attendance if mandated by the syllabus, are maintained.
- Faculty shall establish, post, and keep a minimum of five (5) office hours each week during each academic term of the regular academic year. Faculty members shall prepare for classes, evaluate students' performance, confer with and advise students, and participate in committee work, professional development, service, and other appropriate professional activities.

Guidelines for Tenure and Promotion to Associate Professor in Women's Studies

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

Teaching is the act of creating and maintaining an environment which enhances the opportunities for student learning and growth in women's studies; 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.). Women's Studies 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 the summative peer observation (at least one of which is required during the evaluation period). Note that women's studies 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.
Meets Standards: 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).	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: 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. 2) Courses are designed and delivered using multiple approaches to facilitate student learning. 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. 4) The faculty member uses professional expertise along with course and/or program assessment results to improve courses. 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. 6) Assessment of general studies courses comply with departmental and university requirements. 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. 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. 9) Summative peer observation indicates strong pedagogy to facilitate student learning. 10) The faculty member has a record of effective participation in course and 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.

EVALUATION STANDARDS FOR SCHOLARLY ACTIVITIES

Scholarly activities in Women's 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 Women's 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 Women, Gender 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 WMS 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.
Meets Standards: 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).	1) During the evaluation period the tenure candidate has had at least two 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. 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. Note: A scholarly publication is one that is authored by academics for a target audience that is

	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 women's studies. The publication will likely be peer reviewed or refereed by external reviewers. The publisher should be a professional association or an academic press.

EVALUATION STANDARDS FOR SERVICE ACTIVITIES

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.

Needs Improvement	This rating simply means the faculty member has not accomplished all of the necessary activities to attain the "Meets Standards" rating.
Meets Standards: 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).	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. 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, wiring committee reports and letters, organizing and communicating meetings, preparing subcommittee reports, or acting as committee chair. AND 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. AND 3) An active, multiyear term on a college or university committee or Faculty Senate with subcommittee service. OR (may substitute for college/university service) 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 *Handbook for Professional Personnel*, such service must be unpaid.

METROPOLITAN STATE UNIVERSITY OF DENVER
SCHOOL OF LETTERS, ARTS AND SCIENCE

INSTITUTE FOR WOMEN'S STUDIES AND SERVICES
FACULTY EVALUATION GUIDELINES FOR PROMOTION AND POST-TENURE REVIEW
2015-16

DEPARTMENT GUIDELINES REVIEW FOR PROMOTION AND POST-TENURE REVIEW			
	Approve	Disapprove	Date
Arlene Sgoutas Institute Director	X		1/08/2016
_____ Dean of College			
_____ Vice President of Academic Affairs/Provost			

MISSION STATEMENT AND EVALUATION STANDARDS:

The mission of the Institute for Women's Studies and Services is to offer a rigorous, multi-disciplinary curriculum in women's studies and provide services to support present and future success for students. We educate the campus and community about women's lives, histories, and experiences through an integrative model of curricular and co-curricular activities. We encourage engagement in critical dialogue and advocacy for social justice. We empower students and community members by providing access to information and resources.

The academic program within the Institute seeks to promote and retain 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[1], 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 women's studies.
- 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 promotion and post tenure review 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 promotion and post tenure review candidate provides evidence and writes a narrative that clearly explains their achievements in teaching, scholarly activities, and service. Promotion to Full Professor requires that the faculty member has made significant accomplishment in all three of the evaluation areas. 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 evaluation 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."

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

PROFESSIONAL RESPONSIBILITIES

- Faculty shall perform responsibilities specified in the Handbook (in accordance with the academic calendar) and adhere to accepted standards of professional conduct, including: the conduct of the assigned classes; providing the chair with timely notice (in writing) in the event they cannot conduct a class (or classes); and shall arrange, when possible, for instruction to be provided when they cannot be present – either by a substitute or by a class assignment.
- Faculty shall present to all students attending a class a course description, class schedule, grading criteria, and special notices required by law or institutional policy (i.e., ADA statement).
- Faculty shall adopt such procedures as necessary to assure that adequate and accurate records of student performance, and attendance if mandated by the syllabus, are maintained.
- Faculty shall establish, post, and keep a minimum of five (5) office hours each week during each academic term of the regular academic year. Faculty members shall prepare for classes, evaluate students' performance, confer with and advise students, and participate in committee work, professional development, service, and other appropriate professional activities.

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

Teaching is the act of creating and maintaining an environment which enhances the opportunities for student learning and growth in women's studies; 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.). Women's Studies 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 the summative peer observation (at least one of which is required during the evaluation period). Note that women's studies 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.
Meets Standards: 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).	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: 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. 2) Courses are designed and delivered using multiple approaches to facilitate student learning. 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. 4) Faculty member uses professional expertise along with course and/or program assessment results to improve courses. 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. 6) Assessment of general studies courses comply with departmental and university requirements. 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. 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 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) Summative peer observation indicates strong pedagogy to facilitate student learning. 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

Scholarly activities in Women's 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 Women's Studies 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 Women, Gender 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 WMS 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.
Meets Standards: 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).	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. 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.

	Note: A scholarly publication is one that is authored by academics for a target audience that is 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 women's studies. The publication will likely be peer reviewed or refereed by external reviewers. The publisher should be a professional association or an academic press.

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

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.

Needs Improvement	This rating simply means the faculty member has not accomplished all of the necessary activities to attain the "Meets Standards" rating.
Meets Standards: 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).	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. 1) The candidate should demonstrate that they have acted in a leadership role. AND 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. AND

	3) Continuous and active membership on at least two departmental committees with service for at least two years on one committee. AND 4) An active, multiyear term on a college or university committee/task force or Faculty Senate with subcommittee service. OR (may substitute for college/university service) Service in the community that is either discipline related or related to the mission of MSU Denver. As per MSU Denver's *Handbook for Professional Personnel*, such service must be unpaid.

POST TENURE REVIEW

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

INSTITUE FOR WOMEN'S STUDIES AND SERVICES

EVALUATION STANDARDS FOR CATEGORY II FACULTY REAPPOINTMENT AND PROMOTION TO SENIOR LECTURER

Effective January 2014

MISSION STATEMENT

The Institute for Women's Studies and Services offers a rigorous, multidisciplinary curriculum in women's studies and provides services to support present and future student success. We educate the campus and community about women's lives, histories, and experiences through an integrative model of co-curricular activities. We encourage engagement in critical dialogue and advocacy for social justice. We empower students and community members by providing access to information and resources.

Overall, the Institute for Women's Studies and Services seeks to appoint and retain faculty who demonstrate a commitment to the department's mission and who exhibit growth and development commensurate with meeting the standards for teaching outlined in this document. Category II faculty on reduced teaching loads must meet the standards for service as outlined in the application for Category II Faculty Reduced Teaching Load. Category II faculty are required to engage in minimally 2 hours per academic year of faculty development to enhance their teaching. This could include training offered through the Center for Faculty Development, attendance at the Feminist Pedagogy Workshop, or peer observations of other full-time faculty courses to observe teaching styles.

Contractual Responsibilities: The faculty member must meet the contractual responsibilities defined in the *Handbook for Professional Personnel*, set forth by the Board of Trustees. Additionally, it is the faculty member's responsibility to be aware of, and comply with, any revisions to that document. 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 from between one and three years; Category II faculty and are eligible for reappointment at the discretion of the Dean and Department Chair, respectively. 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 among Category II faculty members.

Submissions of Portfolios:

Any Category II faculty member who wishes to be reappointed will undergo a review by submitting a Portfolio to the Department Chair. Portfolios will include the following:

1. Cover Sheet
    a. Published by the Office of the Provost; and
    b. Used to record recommendations for/against reappointment, promotion, or multi-year contracts.
2. Narrative
    a. Is a one-page statement describing how the faculty member has met expectations for assigned duties/responsibilities;
    b. Presents a reflective self-assessment, highlights accomplishments, and indicates plans for the future;
    c. Should present one's best case to disciplinary colleagues and administrative levels of review; and
    d. If seeking promotion to Senior Lecturer or a Multi-Year Contract, should be noted in the first paragraph of the statement.
3. Annotated *Curriculum Vitae* (see Chapter V for definition of Annotated *Curriculum Vitae*) for a minimum of the past 6 years. The CV must also include full educational information including the dates and institutions of all degrees.
4. Student Ratings of Instruction per Guidelines for Appointment listed below.
5. Peer Observations as delineated in the Guidelines for Appointment listed below.
6. In those cases where Category II faculty have reduced teaching-load agreements that specify duties in Scholarly Activities or Service (see Handbook for Professional Personnel Chapter V for definitions of Scholarly Activities and Service, and Chapter IV for conditions of such agreements), evaluations should encompass work in those areas of performance.
7. For reappointment and/or promotion to senior lecturer, **one example of each** in the faculty member's portfolio is required: course syllabus, course assignment, assessment, evidence of how the course content is current.
8. For promotion to senior lecturer only, two additional peer observations are required: one by the department chair and one by a tenure/tenure track faculty member within the department.
9. Portfolios will be submitted using the same tool or format as Category I faculty and in accordance with the Academic Calendar.

EVALUATION STANDARDS FOR TEACHING

Teaching is the act of creating and maintaining an environment which enhances the opportunities for student learning and growth in women's studies; it includes advising students to facilitate graduation and to transition to post baccalaureate careers or further educational opportunities. Effective teachers display knowledge of women's studies in the relevant learning

environment (classroom, on-line, hybrid, field work, etc.). Women's Studies instructors also employ feminist pedagogical techniques when possible which include valuing women's diverse experience and engaging students in discussions that are not only analytical but solution oriented in service of women's empowerment.

Guideline for appointment in Women's Studies: Areas of growth and achievement in teaching to promote greater student learning include: 1) content expertise; 2) course design; 3) pedagogical methods that integrate feminist practices and perspectives; and 4) the use of assessment to improve courses. Evidence used for the evaluation of teaching includes the faculty narrative but also consists of the following:

1. Student Ratings of Instruction: Student Ratings of Instruction (SRIs) for courses taught by Category II faculty will be administered consistent with the practice for tenure-line faculty as outlined in the Handbook for Professional Personnel Chapter V.
2. Peer Observations:
    a. Peer Observations may be used for either summative or formative purposes. Only Summative Peer Observations must be included in Portfolios; Formative Peer Observations may be included as an additional artifact if the Category II faculty member chooses to do so (or as otherwise required by the department).
    (The exception to this requirement is for AY 2013-14 review where a Formative Peer Observation is acceptable)
        i. All Category II faculty will be observed, at a minimum, once in the first year of their employment as a Category II faculty member.
        ii. Beyond this requirement, subsequent observations(s) may be required if there are indications that they are needed. Such indications may be, but are not limited to, low SRI scores, student comments on SRIs, or student comments or concerns brought to the Chair's attention.
        iii. For reappointment and/or promotion to senior lecturer, **one example of each** in the faculty member's portfolio is required: course syllabus, course assignment, assessment, evidence of how the course content is current.
        iv. For promotion to senior lecturer only, two additional peer observations are required: one by the department chair and one by a tenure/tenure track faculty member within the department.
        v. All Summative Peer Observations of Category II faculty will be conducted by a trained Peer Observer. Should there be an insufficient number of trained summative peer observers available to complete any required summative observation due to factors beyond the faculty members' control, a formative observation conducted by the department will suffice until such time as a summative observation can be arranged. The faculty member note the lack of available observers in her/his portfolio.

	CAT II Faculty Reappointment
Meets Standards: This rating demonstrates the minimum required accomplishments for a faculty member in four areas: content expertise, instructional design, instructional delivery, instructional assessment.	The faculty member achieves all of the following: 1. Courses have a demonstrated pattern of content expertise through a display of basic course materials that reveal currency and relevance to the discipline. 2. Each course is kept current through review of instructional resources and the regular addition of new materials, as appropriate. 3. Expectations for student learning and performance are clearly communicated in syllabi and are linked to course content and assessment. 4. Courses are designed and delivered using multiple approaches to facilitate student learning in the relevant learning environment (classroom, on-line, hybrid, etc.) 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. 6. SRI's are compared to same level courses (lower or upper division) within the prefix. Category II candidate's SRIs are consistently near or above the prefix average for same level course. 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. 7. One summative peer observation within the first year of employment that indicates strong pedagogy to facilitate student learning. One formative observation every five years thereafter. 8. Assessment of courses comply with departmental and university requirements.
Needs Improvement	This rating means the faculty member has not accomplished all of the necessary activities to attain the "Meets Standards" rating.

Reappointment Recommendations

1. The Department Chair 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 Department Chair's recommendation, and determine if the Category II faculty member should be reappointed.
3. If either the Department Chair 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.
4. Following the first year of employment, subsequent observation(s) may be required if there are indications that they are needed. Such indications may be, but are not limited to, low SRI scores, student comments on SRIs, or student comments or concerns brought to the Chairs' attention.

Promotion: The Lecturer must satisfy the conditions for promotion to Senior Lecturer established in Chapter IV of the *Handbook.*

1. The faculty member will make a request for promotion to the Department Chair and submit a Portfolio as described above for comprehensive review;
2. The faculty member must 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 "meets standards" performance at MSU Denver.
3. The faculty member must be in compliance with the stated requirements as described in this document.
4. The Department Chair will submit the recommendation for or against promotion to the Dean;
5. The Dean will submit a recommendation for or against promotion to the Provost; and
6. The Provost will approve or disapprove the recommendation for promotion.
7. If promoted to a Senior Lecturer, the salary will be adjusted to reflect the new title.