The Attached Departmental Guidelines for

Gender, Women, and Sexualities Studies at the Gender Institute for Teaching and Advocacy

at

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

August 1, 2021 through July 31, 2022

Approvals:

Katherine Martinez

Digitally signed by Katherine Martinez
Date: 2021.02.16 11:40:18 -07'00'

Department Chair _____ Date_____

Dean _____ Date_____
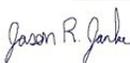
Digitally signed by Janke, Jason
Date: 2021.02.16 11:50:23 -07'00'

Alfred W. Tatum

Digitally signed by Alfred W. Tatum
Date: 2021.04.28 10:18:34 -06'00'

VPAA_____ Date_____

Revised January 2021

Mission Statement and Evaluation Standards

The mission of the Gender Institute for Teaching and Advocacy (GITA) is to provide space for students most impacted by the intersecting oppressions present in our culture and students' everyday lives. As such, we work together through academics (as a department) and programming (as student services) to build community and empowerment for our LGBTQIA+ and non-binary students of color and/or students of lower SES, while educating those with privilege to help make these spaces feel safe, equitable, and inclusive.

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

In the spirit of the Boyer model[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 GWS.
- The scholarship of engagement: this describes academic attention to today's social, civic, and ethical problems.

The scholarship of engagement is central to the Mission of MSU Denver as well as the feminist and social justice mission of the Gender Institute for Teaching and Advocacy.

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.

Finally, in honor of the recognition that faculty may excel in teaching, scholarly activities, or service at MSU Denver, a teaching institution, GITA recognizes that the balance between these responsibilities may tip towards one at various points in a faculty member's career. In such cases, particularly outstanding achievement in one area can balance a somewhat lower level of achievement in the other area. However, it should be noted that service demands 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.

---

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

Revised January 2021

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

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

University policies are in the Handbook for Personnel, the catalog, and on the policy website. College policies are under the purview of the Dean in consultation with the academic department Chairs. Departmental policies are established by the Chair in consultation with the Dean and their Faculty. The General Standards of Performance for the Faculty in the College of Letters, Arts, and Sciences are:

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

Guidelines for Tenure
**Associate Professor**

The institution, as well as *Faculty Employment Handbook*, 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, they are eligible to apply for tenure and should be evaluated on the criteria listed below.

## Evaluation Standards for Teaching (Tenure)

Teaching is the act of creating and maintaining an environment which enhances the opportunities for student learning and growth in GWS; it includes advising students to facilitate graduation and to transition to post-baccalaureate careers or further educational opportunities. Effective teachers display knowledge of their subject matters in the relevant learning environment (classroom, on-line, hybrid, field work, etc.). GWS instructors also employ feminist pedagogical techniques when possible, which include valuing diverse experiences within an intersectional framework and engaging students in discussions that are not only analytical but solution-oriented in service of women, gender nonconforming individuals, and other groups affected by sexism and other forms of oppression.

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 intersectional feminist practices and perspectives to create an environment conducive to learning; 4) The use of assessment to improve courses; and, 5) student advising in and beyond the classroom.  Faculty  seeking tenure may discuss these areas among others in their narrative. Evidence used for the evaluation of teaching includes the faculty narrative but  also consists  of the  Student Ratings  of Instruction  (SRI) (required for all courses taught during the evaluation period) as well as one of the departmental observation options listed below. Note that GWS scholars often face resistance in the classroom, and therefore teaching evaluations may reflect students'  discomfort with  challenges to their thinking. Multiple forms of evaluation, including peer evaluations and classroom  observations, help to put student resistance  in context.

### *Needs Improvement*

This rating means the faculty member has not accomplished all of the necessary activities to attain the "Meets Standards" rating.

### *Meets Standards (This rating demonstrates the minimum required accomplishments for a faculty member. This evaluation standard is sufficient to achieve tenure, assuming that the 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 pedagogical approaches to facilitate student learning.
3. Expectations for student learning and performance  are clearly communicated  in syllabi and assignment guidelines, and the tenure candidate uses student-learning objectives/outcomes

to facilitate student learning and assessment.

4. The faculty member uses professional expertise in research, teaching, and/or community work 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- based 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 availa ble. 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. One departmental peer observation from the following options:
   a. Option 1 – provide evidence via formative or summative peer observations of the effective facilitation of student learning. These observations should be from colleagues in the department and demonstrate the candidate's ability to maintain an effective classroom environment with course content and pedagogies that meet the needs of a differentiated student body.
   b. Option 2 – provide evidence through an annotated syllabus or assignment(s) that demonstrates an innovative teaching practice, the integration of scholarly activities into teaching, or contribution to the department's or university's mission (inclusive excellence for instance) or teaching excellence.
   c. Option 3 – provide evidence through students' course assignments, assessments, and/or community acknowledgement of their work that enriches or enhances the wider Denver community.

10. The faculty member has a record of effective participation in course and program development and review, and departmental assessment activities.

11. The faculty member consistently and accurately advises students, using professional knowledge and contacts when possible as evidenced by advising feedback. This advisement is thorough and covers all components of the student's academic progress, including senior thesis mentoring and professional development.

## Evaluation Standards for Scholarly Activities (Tenure)

Scholarly activities in Gender, Women, and Sexualities Studies contribute to the field by offering new knowledge, new insight, new applications, or new pedagogical approaches. Scholarly activity can take many forms including those that contribute to teaching excellence but are usually validated in higher education through a peer review process by colleagues in Gender, Women, and Sexualities Studies or related fields.

The tenure candidate must demonstrate in the narrative and annotated CV active engagement and participation in scholarly activities within the interdisciplinary field of Gender, Women and Sexualities Studies. The department 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 GWS Department RTP Committee in conjunction with the GITA 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.

### 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 the faculty member meets standards in all other areas).
1. During the evaluation period the tenure candidate has had at least two publications or creative works accepted through peer-review, one of which must be disciplinary/pedagogical work, and the other disciplinary, pedagogical, or creative work, but both germane to GWS. 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.
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. These presentations may also be collaborative.

Note: A scholarly publication is one that is (co)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 an academic subfield within gender, women, and sexualities studies. The publication will likely be peer reviewed or refereed by external reviewers. The publisher should be a professional organization or an academic press. Collaborative publications and creative works fully count toward the candidate's scholarship requirements.

## Evaluation Standards for Service Activities (Tenure)

Faculty service enriches the life of the university, the community, and the discipline. Faculty engage in service when they participate in the shared governance and good functioning of the institution; service to the institution can be at the department, school, or university level. Beyond the institution, faculty engage in service when they use their disciplinary and/or professional expertise and talents to contribute to the betterment of their multiple environments, such as regional communities, professional and disciplinary associations, nonprofit organizations, or government agencies. 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 depart. 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 an unpaid contribution to gender, women, and sexualities 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 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 the faculty member meets standards in all other areas).

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:

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.
2. Active membership on at least two departmental committees with significant activity that demonstrates 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.
3. An active, multiyear term on a college or university committee or Faculty Senate with subcommittee service.

    OR

    A pattern of service in the community that is either discipline related or related to MSU Denver's mission. Per the *Faculty Employment Handbook,* such service must be unpaid.

## Post-Tenure Review (PTR)

The expectation for promotion is that the candidate goes beyond rather than maintains previous standards for Associate Professor. The candidate demonstrates their growth in teaching, scholarship, and service since promotion, as well as their leadership in helping to achieve GITA's mission, vision, values, and goals via teaching, scholarship, and service.

## Evaluation Standards for Teaching (PTR)

For post-tenure review, the faculty member demonstrates teaching a range of courses appropriate to the needs of the department and the member's particular discipline. They demonstrate significant accomplishment in teaching through reflection in their narrative, CV, and/or additional portfolio materials that courses are kept current by implementing the following techniques, no less often than every 3 years:

1. Adding new, relevant materials to courses.
2. Reviewing and revising course instructional design to facilitate student learning, which includes working with the Access Center and Center for Teaching, Learning, and Design to ensure course accessibility (e.g., readable PDFs and subtitled videos) for students.
3. Reviewing and revising course assessment procedures in consideration of course objectives, and to ensure fairness in student evaluation and grading.

The faculty member'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 availa ble. 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.

SRI's for online classes are compared to same level courses (lower or upper division) within the prefix.  The faculty member'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.

## 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, or creative work germane to GWS. Progress toward the goal is demonstrated by uploading a draft of the publication up for review or presenting a brief report of activities accomplished toward completing the exhibition, performance, or community action work; or by submitting proof that the work has been submitted for publication or for peer-review.

## Evaluation for Service Activities (PTR)

For post-tenure review, the faculty member demonstrates participation and leadership in at least two committees at the Department and/or other level of the University or participates and leads in significant service to the community that uses their disciplinary expertise and/or speaks to GITA's mission, vision, values, and goals.  Leadership in a service activity/role includes serving as:

1. Chair/Co-Chair of a department, college, or university committee.
2. Chair/Co-Chair or a committee/taskforce lead for professional organization or community council.
3. Regional/national/international officer for professional organization.
4. Chair/Co-Chair for a Faculty Senate committee/sub-committee.
5. Faculty sponsor for a student organization.
6. Faculty mentor for an undergraduate honors or graduate thesis.
7. Lead researcher/investigator for community-based program evaluation.
8. Chair/Co-Chair/Lead of comparable un-paid service activity.

Guidelines for Promotion
**<u>Full Professor</u>**

The expectation for promotion is that the candidate goes beyond rather than maintains previous standards for Associate Professor. The candidate demonstrates their growth in teaching, scholarship, and service since promotion, as well as their leadership in helping to achieve GITA's mission, vision, values, and goals via teaching, scholarship, and service.

## Evaluation Standards for Teaching (Promotion)

Teaching is the act of creating and maintaining an environment which enhances the opportunities for student learning and growth in GWS; it includes advising students to facilitate graduation and to transition to post-baccalaureate careers or further educational opportunities. Effective teachers display knowledge of their subject matters in the relevant learning environment (classroom, on-line, hybrid, field work, etc.). GWS instructors also employ feminist pedagogical techniques when possible, which include valuing diverse experiences within an intersectional framework and engaging students in discussions that are not only analytical but solution-oriented in service of women, gender nonconforming individuals, and other groups affected by sexism and other forms of oppression

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 intersectional feminist practices and perspectives to create an environment conducive to learning; 4) The use of assessment to improve courses; and, 5) student advising in and beyond the classroom. Faculty seeking promotion and post tenure review may discuss these areas among others in their narrative. Evidence used for the evaluation of teaching includes the faculty narrative but also consists of the Student Ratings of Instruction (SRI) (required for all courses taught during the evaluation period) as well as one of the departmental observation options listed below. Note that GWS scholars often face resistance in the classroom, and therefore teaching evaluations may reflect students' discomfort with challenges to their thinking. Multiple forms of evaluation, including peer evaluations and classroom observations, help to put student resistance in context.

### *Needs Improvement*
This rating means the faculty member has not accomplished all of the necessary activities to attain the "Meets Standards" rating.

### *Meets Standards (This rating demonstrates the minimum required accomplishments for a faculty member. This evaluation standard is sufficient to achieve promotion, assuming that the 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 pedagogical approaches to facilitate student learning.
3.  Expectations for student learning and performance are clearly communicated in syllabi and assignment guidelines, and the tenure candidate uses student-learning objectives/outcomes

to facilitate student learning and assessment.

4. The faculty member uses professional expertise in research, teaching, and/or community work 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- based 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 availa ble. 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. One departmental peer observation from the following options:
    a. Option 1 – provide evidence via formative or summative peer observations of effective facilitation of student learning. These observations should be from colleagues in the department and demonstrate the candidate's ability to maintain an effective classroom environment with course content and pedagogies that meet the needs of a differentiated student body.
    b. Option 2 – provide evidence through an annotated syllabus or assignment(s) that demonstrates an innovative teaching practice, the integration of scholarly activities into teaching, or contribution to the department's or university's mission (inclusive excellence for instance) or teaching excellence.
    c. Option 3 – provide evidence through students' course assignments, assessments, and/or community acknowledgement of their work that enriches or enhances the wider Denver community.
10. The faculty member has a record of effective participation in course and program development and review, and departmental assessment activities.
11. The faculty member consistently and accurately advises students, using professional knowledge and contacts when possible as evidenced by advising feedback. This advisement is thorough and covers all components of the student's academic progress, including senior thesis mentoring and professional development.

## Evaluation Standards for Scholarly Activity (Promotion)

Scholarly activities in GWS contribute to the field by offering new knowledge, new insight, new applications, or new pedagogical approaches. Scholarly activity can take many forms including those that contribute to teaching excellence but are usually validated in higher education through a peer review process of colleagues in GWS or related fields.

The promotion candidate must demonstrate in the narrative and annotated CV active engagement and participation in scholarly activities within the interdisciplinary field of Gender, Women and Sexualities Studies. The department 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 GWS Department RTP Committee in conjunction with the GITA 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.

### *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, assuming that the faculty member meets standards in all other areas).*

1. During the evaluation period the promotion candidate has had at least **one** disciplinary, pedagogical, or creative works germane to GWS accepted in a peer-review scholarly publication, whether in print or online; or, has had their creative works 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.

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 an academic subfield within gender, women, and sexualities studies. The publication will likely be peer reviewed or refereed by external reviewers. The publisher should be a professional organization or an academic press. Collaborative publications and creative works fully count toward the candidate's scholarship requirements.

## Evaluation Standards for Service Activities (Promotion)

Faculty service enriches the life of the university, the community, and the discipline. Faculty engage in service when they participate in the shared governance and good functioning of the institution; service to the institution can be at the department, school, or university level. Beyond the institution, faculty engage in service when they use their disciplinary and/or professional expertise and talents to contribute to the betterment of their multiple environments, such as regional communities, professional and disciplinary associations, nonprofit organizations, or government agencies. Of the attributes of faculty evaluation, service is perhaps the most difficult to quantify. Faculty may choose to contribute service to a greater degree in one area (department, school, university, community, or discipline) than others but significant service to the department and university is expected.

Promotion 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 gender, women, and sexualities 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 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, assuming that the 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 engage the community outside of the university. The candidate should demonstrate:

1. Acting in a leadership role.
2. Participation 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.
3. Continuous and active membership on at least two departmental committees with service for at least two years on one committee.
4. An active, multiyear term on a college or university committee/task force or Faculty Senate with subcommittee service.

   OR

   A pattern of service in the community that is either discipline related or related to MSU Denver's mission. Per the *Faculty Employment Handbook,* such service must be unpaid.

<p style="text-align:center">Criteria for Emeritus Faculty Status</p>

To be considered for emeritus status, GWS adheres to the *Faculty Employment Handbook* requirements of:

1. Eligibility
   a. 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.
   b. Faculty who participate in the transitional retirement program or who continue to teach full-time at the University after retirement are considered to be members of the faculty and therefore are not yet eligible for emeritus status.
2. Selection
   a. A department chair or any faculty member of the department may nominate faculty for emeritus status. The nomination should be substantiated in terms of length of service, excellence in teaching, and other contributions to the University.
   b. The nomination must be endorsed by a majority of the tenured members of the department and by the dean, who then will forward the recommendation to the Provost.
   c. If the Provost concurs with the nomination, the Provost shall forward the nomination to the President.
   d. If the President concurs with the nomination, the President will transmit it to the Board of Trustees for final determination and approval.
3. Benefits (Faculty awarded emeritus status will have the following benefits)
   a. Be a non-voting member of the department.
   b. Have an opportunity to teach up to nine credit hours per semester as a part-time faculty member, if requested by the department.
   c. Be listed in the University Catalog following retirement for life.
   d. Be recognized at an appropriate campus function.
   e. Be given support staff materials as available and deemed appropriate by the chair.
   f. Be entitled to retain a University e-mail account.
   g. Retain library privileges.
   h. Be entitled to all other benefits of retired faculty.

Guidelines for Category II Faculty Reappointment and Promotion to Senior Lecturer

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

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

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

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

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

## Evaluation Standards for Teaching (CATII)
Teaching is the act of creating and maintaining an environment which enhances the opportunities for student learning and growth in GWS; it includes advising students to facilitate graduation and to transition to post-baccalaureate careers or further educational opportunities. Effective teachers display knowledge of their subject matters in the relevant learning environment (classroom, on-line, hybrid, field work, etc.). GWS instructors also employ feminist pedagogical techniques when possible, which include valuing diverse experiences within an intersectional framework and engaging students in discussions that are not only analytical but solution-oriented in service of women, gender nonconforming individuals, and other groups affected by sexism and other forms of oppression.

### *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 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. Courses are designed and delivered using multiple pedagogical approaches to facilitate student learning in relevant learning environments (e.g., classroom, online, hybrid, etc.).
3. Expectations for student learning and performance are clearly communicated in syllabi and assignment guidelines, and the tenure candidate uses student-learning objectives/outcomes

to facilitate student learning and assessment.

4. Courses are kept current through review of instructional resources and the regular addition of new materials, as appropriate.
5. For any general studies courses taught, the candidate designed their course in accordance with the official course syllabus, meeting departmental and university expectations.
6. 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 availa ble. 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.
7. 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.
8. Assessment of courses comply with departmental and university requirements, which include adequate student feedback and support on assignments.

## Reappointment Recommendations

1. The Director will evaluate the Portfolio and write a letter – not to exceed two pages – recommending retention or non-retention to the Dean.
2. The Dean will evaluate the Portfolio and the Director's recommendation, and determine if the Category II faculty member should be reappointed.
3. If either the Director or the Dean recommends non-retention, the Portfolio and recommendations will be submitted to the Provost for a final decision regarding retention. All letters and decisions will become part of the Category II faculty member's Portfolio and will be submitted in accordance with the Academic Calendar.

## **Promotion to Senior Lecturer**

The Lecturer must satisfy the conditions for promotion to Senior Lecturer established in the *Faculty Employment Handbook.* These include specifically the following criteria:
1. Their credentials meet the criteria determined by the hiring Department as articulated in the Hiring Protocols.
2. They have a total of six years (at least three of which must have been consecutive and at least one of which must have been within 18 months of the senior lecturer appointment) of performance to MSU Denver.
    a. Promotion is contingent upon a recommendation from the Department Review Committee, Director, the Dean and the Provost.
    b. If promoted to a Senior Lecturer, the salary will be adjusted to reflect the new title.
3. In addition to the handbook criteria, faculty members seeking promotion to Senior Lecturer should also have achieved each of the following benchmarks:
    a. Participation in curriculum development (may include for faculty's own courses).

17

b. Taught a variety of courses.
c. Demonstrated innovation in pedagogy to facilitate student learning.

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

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

Guidelines for Category III (Affiliate) Faculty

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

Evaluations are conducted in accordance with procedures set forth in the *Faculty Employment Handbook* and CLAS Guidelines.

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

## Criteria for the Evaluation of Category III Faculty

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

### Evaluation Standards for Teaching (CATIII)
Teaching is the act of creating and maintaining an environment which enhances the opportunities for student learning and growth in GWS; it includes advising students to facilitate graduation and to transition to post-baccalaureate careers or further educational opportunities. Effective teachers display knowledge of their subject matters in the relevant learning environment (classroom, on-line, hybrid, field work, etc.). GWS instructors also employ feminist pedagogical techniques when possible, which include valuing diverse experiences within an intersectional framework and engaging students in discussions that are not only analytical but solution-oriented in service of women, gender nonconforming individuals, and other groups affected by sexism and other forms of oppression.

Also see standards set for CATII faculty (pg. 16).