

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

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DEFINING FACULTY WORK: VALUES AND GUIDING PRINCIPLES

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

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

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

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

Teaching & Pedagogy

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

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

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

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

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

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

Research, Scholarship, & Creative Work

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

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

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

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

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

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

Service

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

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

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

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

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

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

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.

Full-time tenure/tenure-track faculty are normally expected to engage in teaching, scholarship and service. Lecturers are expected to engage in teaching. Faculty may request through the Department Chair a reduced teaching load when engaging in contracted research (book contract, funded grant, or equivalent) major service or pedagogical activities, or when desiring to adjust these proportions for other reasons, in alignment with furthering the prestige and/or mission of GITA, CLAS and/or MSU Denver. When granted, these activities may be documented in reassigned time on a semester basis.

In the spirit of the Boyer model¹, 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).

Guidelines for Tenure

Associate Professor

The institution, CLAS Values and Guiding Principles defining Faculty Work, as well as the [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 those affected by various 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, 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. 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.
 7. The faculty member effectively reflects on student and peer feedback in all its forms and discussion of how it informs teaching and pedagogy
 8. The faculty member has a record of effective participation in course and program development and review, and departmental assessment activities.
 9. 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 counts toward the publication minimum.
2. The tenure candidate has had at least three of these activities (Items may be repeated, with E, F only twice).
 - A) Presentation of a scholarly or creative work accepted after review for presentation at a professional meeting during the evaluation period.
 - B) Publication of a disciplinary/pedagogical through peer-review germane to GWS. Disciplinary/pedagogical works must be formally accepted (via confirmation email or contract) for publication, whether in print or online.
 - C) Secure an external grant which advances scholarship. Must be formally accepted (via confirmation email, contract or other).
 - D) (Co)editor of a book or discipline specific journal (special) issue. The work/role must be formally accepted (via confirmation email or contract) for publication (or edition), whether in print or online.

E) Public-facing scholarship in GWS such as newspaper articles, magazine articles, website development intended for a wide audience.

F) Performed other scholarly activities not mentioned above which are comparable and advance the field of GWS

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 department and university is expected.

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

Tenure candidates participate in shared governance at the university and use their disciplinary or professional expertise to make 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 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.

Guidelines for Post-Tenure Review

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 and continuing to review courses instructional design to facilitate student's learning.
2. Reviewing and revising course assessment procedures in consideration of course objectives, and to ensure fairness in student evaluation and grading.
3. Reflecting on peer and student feedback in all its forms and discussion of how it informs teaching and pedagogy

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. Leadership position in Faculty Union
6. Faculty sponsor for a student organization.
7. Faculty mentor for an undergraduate honors or graduate thesis.
8. Lead researcher/investigator for community-based program evaluation.
9. Chair/Co-Chair/Lead of comparable un-paid service activity.

Guidelines for Promotion

Full Professor

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. 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.
 7. The faculty member effectively reflects on student and peer feedback in all its forms and discussion of how it informs teaching and pedagogy
 8. The faculty member has a record of effective participation in course and program development and review, and departmental assessment activities.
 9. 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.

Criteria for Emeritus Faculty Status

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 Lecturer Faculty Reappointment and Promotion to Senior Lecturer

Lecturers 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. Lecturers 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 Lecturer 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 Lecturer 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 (Lecturer)

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. The faculty member effectively reflects on student and peer feedback in all its forms and discussion of how it informs teaching and pedagogy
7. 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).

- 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 Adjunct Faculty

Adjunct 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 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. Adjunct 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 Adjunct 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 (Adjunct)

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.

