

Department of Women's and Ethnic Studies

**College of Letters, Arts and Sciences
University of Colorado Colorado Springs**

**Criteria, Standards and Evidence for Reappointment,
Promotion and Tenure**

July 1, 2020

CRITERIA FOR REAPPOINTMENT, PROMOTION AND TENURE

Women's and Ethnic Studies Program

These criteria are to be considered guidelines for the general review of candidates toward reappointment, promotion, and tenure in the Women's and Ethnic Studies Program (WEST) at the University of Colorado Colorado Springs (UCCS). Each candidate's case will be reviewed and judged on its individual merits and circumstances. WEST is committed to quality teaching, strong scholarly/creative work, and effective leadership and service to the University, the profession and the community. The criteria herein have been developed according to the standards as outlined in the *Rules of the Regents*. All the criteria are viewed in light of the Program's commitment to understanding multiethnic and gender matters locally, domestically, and/or transnationally using interdisciplinary tools.

WEST places substantial value on scholarship, teaching and service that builds bridges across gender, race, class, sexuality, nationality, religion, disability and other social categories. With respect to scholarship and creative achievement, our emphasis is on the quality of the work—its ability to demonstrate incisiveness of mind, felicity of expression, and originality. WEST values creative and scholarly work equally. Innovation, risk-taking and collaboration are held in high regard in research and creative projects.

With respect to teaching, we value the ability to excite intellectual curiosity and show understanding and respect for students. Teaching refers to activities that transform individuals in ways that satisfy WEST-specific learning outcomes, in both one's immediate instructional setting and beyond. One's immediate instructional setting is described as one's contractually designated course load for UCCS (in-person, online, and hybrid). Quality teaching involves a willingness to grow and change as a teacher and remain intellectually committed to the curriculum. We also value embodied teaching (e.g., pays attention to body language and affect, makes room for emotion and self-reflection, recognizes the influence of students' cultural backgrounds on their approaches to learning) and incorporates contemplation (e.g. allows students time to integrate the material into their consciousness, incorporates free writing, mindfulness, meditation, storytelling, etc.). Examples of demonstrated achievement in teaching are outlined in the appendices.

Leadership and service pivots on contributions to the vitality of WEST, the University, and the larger community, which we consider to include local, national, and international spheres of influence. Typically, the candidate's service reflects their scholarly/creative expertise and an investment in working with traditionally underserved groups, programs, and initiatives. Our value for heterogeneity among the faculty means we recognize that the criteria will not be achieved in precisely the same fashion for all faculty. WEST also understands the potential risk involved in the pursuit of creative and innovative teaching, research efforts and service on the campus, in the profession, and/or in the community. We respect the risk-taking often involved in teaching (e.g., introducing controversial topics, teaching non-canonical literature, using multiple methods to evaluate learning, creating community in the classroom, using engaged, student-centered teaching methods, etc.). Such risks often lead to transformational work (that which questions accepted theories and practices, shifts disciplinary boundaries, creates new fields, works toward developing new paradigms, etc.). Transformational work in teaching, research and service will be valued and recognized based on the quality of the venture.

While it is customary that tenure track faculty apply for tenure during their seventh year of employment, it is possible for certain faculty who begin at the University to be granted time toward tenure (up to three years). In these instances, it is possible to count toward tenure the teaching, leadership and service, and scholarly/creative work previously accomplished along with work performed at UCCS. Early review for tenure is also possible for candidates whose achievements warrant evaluation prior to the customary tenure clock period.

As permitted in APS 1022, the faculty of Visual Arts have voted not to have a vote of the primary unit faculty as a step in the reappointment, promotion, and tenure process.

The following guidelines are designed to assist faculty in meeting the standards established by the regents for initial reappointment, promotion and tenure by clarifying the conditions under which candidates merit advancement.¹

INITIAL REAPPOINTMENT REVIEW:

At this level of review, the candidate should be initiating systematic efforts to establish a strong program of teaching and scholarly/creative work and demonstrate contributions in WEST.

Teaching

Teaching is both an art and an occupation that blossoms over time. During the Initial Reappointment Review we seek signs that the candidate has the potential for growth and is on track for tenure. The candidate may show that they are on track for tenure by having completed teaching both within and beyond their immediate instructional setting. Examples of teaching within one's immediate instruction setting include but are not limited to: Faculty Course Questionnaire results; investment in the curriculum; progress in igniting student interest (both majors and students in other disciplines); facility in lecturing and leading discussions; plans for designing courses, etc. All of the courses taught must be coherently organized and thoughtfully presented while dealing with significant areas in the field of scholarship. We also value signs of risk-taking, innovations (engaged pedagogy, contemplative practices, embodied teaching), and progress in teaching and in curriculum development. Examples of teaching beyond one's immediate instructional setting include but are not limited to: mentoring and advising students in research, internships, and independent study, as well as teaching activities and recognition in the broader campus and community, such as guest lectures, presentations, and teaching workshops. See appendix for additional examples of teacher accomplishments.

Scholarly/Creative Work

High quality, original scholarly and creative work takes time, community support, and sustained attention. At this early stage, our emphasis is on creating a working environment that will nurture this growth to ensure the candidate is on track for tenure. To facilitate this, the candidate will devise a Scholarly/Creative Work Plan in collaboration with the Director that

¹ Currently, we do not use the Faculty Responsibility Statement in our reappointment, promotion and tenure process.

indicates a three-year schedule of envisioned activity. This plan will identify research/creative work potential and progress toward publication. This plan may also include specific intellectual, emotional and logistical support that WEST, the University and larger community might provide to facilitate the scholarly/creative work. It might also include a list of grants, fellowships and other sources that might support the work. The packet accompanying the Plan may include copies of drafts of work-in-progress or work submitted for publication as well as documentation about performances and readings.

Leadership and Service

WEST recognizes service to the campus, community, and the profession. At this stage, the candidate will be involved in WEST meetings and activities but may also begin to identify other service involvements within the University, community, and/or profession. Leadership and service has the potential to underscore people's belonging to and value within a community. It also can be labor intensive and draining for faculty who need to keep their early attention on teaching and research. For this reason, while we appreciate service beyond participating in program meetings, we recognize that teaching and scholarly/creative work may often need to come first.

COMPREHENSIVE REAPPOINTMENT REVIEW:

At the comprehensive reappointment review, evaluators vote separately in each area (teaching, scholarly/creative work, and leadership and service) regarding if the candidate is "on track for tenure," "not yet on track for tenure but could meet standards for tenure with appropriate corrections," or "not on track for tenure". At this level, the candidate will have developed skills as a teacher and researcher, and established themselves as a contributor to WEST and, to varying degrees, to the University, wider community and/or their profession according to, but not limited by, the criteria established in the appendix to this document. The candidate's narrative to accompany the renewal statement may include documentation of teaching, scholarly/creative work, and leadership and service accomplishments as well as the identification of the steps WEST might take to ensure the candidate's further success. The candidate may name these steps themselves or seek collaboration with other faculty to specify how WEST might need to change to fully support the candidate. At this level, the candidate needs to earn either a rank of "on track for tenure" or "not yet on track for tenure but could meet standards for tenure with appropriate corrections" in all three levels of the areas of teaching, research and service.

Teaching

The candidate may demonstrate they are on track for tenure in a range of ways as shown by peer and student evaluation, supplemental evaluations, and self-evaluation beyond that required for initial reappointment as well as other measures included in the appendix. WEST takes student assessment seriously. This includes recognizing the political nature of the Faculty Course Questionnaires (and oral evaluations) and identifying how race, class, gender, sexuality, able body-ism, age, and religion may shape the tone and substance of student evaluation. The candidate is welcome to include a statement in their narrative that recognizes how these categories may influence evaluation and other analyses of students' feedback. In the

case where WEST identifies the candidate as “not yet on track for tenure but could meet standards for tenure with appropriate corrections” or “not yet on track for tenure” in teaching, a plan for such change (and the support it might involve) can be included in the teaching section of the comprehensive narrative.

A rating of on track for meritorious will require Faculty Course Questionnaire results comparable with the median WEST Program scores and two other measures of teaching effectiveness. Other measures include: updating curriculum and course material, attending curriculum transformation workshops or conferences with a focus on teaching, writing about pedagogy, and contributing to the breadth, depth and needs of the Program. We also value signs of risk taking, innovations (e.g., engaged pedagogy, contemplative practices, embodied teaching), and progress in teaching and in curriculum development. Candidates surpassing the minimum requirements for being “on track for tenure” are expected to continue teaching beyond one’s immediate instructional setting, which includes but is not limited to: working with students outside of the classroom, as a mentor, research advisor, independent study, interim supervisor, and similar activities. A rating of on track for excellent will require evidence of effective teaching from the Faculty Course Questionnaire with scores that consistently exceed the median WEST Program scores and two other measures of teaching effectiveness that exceed the requirements for meritorious. Outreach to students across race, ethnicity, sexuality, religion, gender, age, and disability continues to be a core aspect of WEST’s pedagogy. See appendix for additional teaching contributions.

Scholarly/Creative Work

The candidate may demonstrate reasonable progress toward tenure in a range of ways including submission of grant proposals, professional presentations, publications, performances, readings, etc., and/or three letters of evaluation of their work. The candidate’s Scholarly/Creative Work Plan should be updated in collaboration with the Director to reflect work in progress, work completed, and new directions. This Plan needs to clearly identify a focused scholarly/ creative works agenda. (See appendix for examples of scholarly/creative work.)

A rating of on track for meritorious requires reasonable progress toward tenure as demonstrated through the goals established in the candidate’s scholarly/creative agenda. A rating of on track for excellence reflects evidence of having met or exceeded the goals established in the candidate’s scholarly/creative agenda (as delineated in the appendix).

Leadership and Service

By this stage, the candidate needs to be meeting leadership and service responsibilities within WEST as well as have initiated some service to the college, campus, community and/or profession. Typically, the service an individual provides reflects their scholarly/creative expertise and an investment in working with traditionally underserved groups, programs, and initiatives. (See appendix for possible types of service.)

A rating of on track for meritorious requires meeting service responsibilities within WEST as well as the initiation of some service to the college, campus, community or profession. A rating of on track for excellence requires extending oneself substantially within WEST, the college, community and/or profession.

TENURE AND/OR PROMOTION TO ASSOCIATE PROFESSOR REVIEW:

At this level, the candidate must be judged as meritorious in all three areas of teaching, scholarly/creative work, and leadership and service, and excellent in teaching and/or scholarly/creative work according to, but not limited by, the criteria established in the appendix to this document. Attention will be given to the growth the candidate has already demonstrated as well as the potential for growth post-tenure. WEST will solicit letters from respected scholars or specialists in the candidate's field(s) of research.

Teaching

“A recommendation for tenure based on excellence in teaching shall include multiple measures of teaching evaluation and demonstrated achievements at the campus, local, national, and/or international level which furthers the practice and/or scholarship of teaching and learning beyond one's immediate instructional setting.” Demonstrated achievements which further the practice and/or scholarship of teaching and learning include transforming and/or impacting the practice of teaching itself, the field or discipline of WEST, and other educators and teachers. The candidate may demonstrate teaching merit as exemplified by Faculty Course Questionnaire results comparable with or exceeding the median WEST Program scores and two or more additional measures which may include peer evaluation, supplemental evaluations, and self-evaluation beyond that required for comprehensive reappointment review, as well as other measures included in the appendix. WEST takes student assessment seriously which includes recognizing the political nature of course evaluations (and oral evaluations) and identifying how race, class, gender, sexuality, able body-ism, age, and religion may shape the tone and substance of student evaluation. The candidate is welcome to include a statement in their narrative that recognizes how these categories may influence evaluation.

Evidence of teaching expertise at this stage may also include updating curriculum and course material, attending curriculum transformation workshops or conferences with a focus on pedagogy, writing about pedagogy, and contributing to the breadth, depth and needs of the Program. We also value risk taking, innovations (e.g., engaged pedagogy, contemplative practices, embodied teaching), and progress in teaching and in curriculum development. Candidates are also expected to have taught beyond one's immediate instructional setting, which includes but is not limited to working with students outside of the classroom, as a mentor, research advisor, independent study, interim supervisor, and similar activities. Outreach to students across race, ethnicity, sexuality, religion, gender, age, and disability continues to be valued. The candidate can make a strong case about teaching through documenting the use of multiple criteria in the appendix.

A rating of meritorious requires demonstrated growth and commitment as a teacher (in ways delineated in the appendix). Excellence demonstrates consistent evidence of teaching that is transformative, evolving and engaging. Teaching includes work both within and beyond one's immediate instructional setting.

Scholarly/Creative Work

“A recommendation for tenure based on excellence in scholarly/creative work shall require evidence of impact beyond the institution.” For tenure review, evidence of a candidate's impact beyond the institution includes significant scholarly/creative contributions

in their field(s) in the form of books, articles, presentations, performances, readings, etc. Article-length contributions to edited books will be evaluated in the same fashion as refereed journal articles (print and on-line). Edited research works, collaborative work, textbooks and other publications will be considered on their scholarly merits. In all cases, it is the scholarly/creative quality and contributions to the discipline, not merely its quantity, which shall guide the evaluation of the faculty's work. Innovations, fundamental discoveries, and scholarly risk taking will be recognized for their value. (See appendix.)

A rating of meritorious requires the completion of appropriately substantial peer-reviewed scholarly/creative work and progress in new work as well. A rating of excellence reflects extraordinary scholarly/creative work that is original and transformative and makes a significant contribution to the candidate's field(s) and/or community.

Leadership and Service

Since WEST is a pivot point on campus between the academy and the larger community, community involvement plays a uniquely important role in WEST. Candidates are encouraged to participate in the life of the community in order to maintain and develop academic-community alliances. The community can include the city, state, region, country or world depending upon one's research and own community commitments. Service to the community may include pro bono consulting with community service agencies, membership on the board of organizations, presentation of scholarship in their field through the media, providing skills to the lay public, and conducting research requested by communities to facilitate their advocacy efforts. (See appendix.)

In addition to meeting primary obligations to WEST, the university and/or community involvement, the candidate may also have contributed to service in the profession by reviewing grant proposals, refereeing manuscripts, becoming a member of and/or holding office in professional associations, participating at professional conferences, etc. (See appendix.) A rating of meritorious requires meeting service responsibilities within WEST and service to the college, campus, community or profession. A rating of excellence reflects contributions that surpass expectations at the level of the program, college, community and/or profession. The quality, time commitment, and risk taking involved in the service will be taken into account. (See appendix for range of service practices.)

PROMOTION TO FULL PROFESSOR REVIEW:

Under University Policy, promotion to Full Professor requires a record that, taken as a whole, is judged to be excellent. This record, since receiving tenure and promotion to Associate Professor, should indicate substantial, significant, and continued growth, development and accomplishment in teaching and working with students, scholarship and/or creative work, and leadership in service to the campus, profession and/or community. The scholarly/creative work will show progression and there will be synergy between teaching and scholarly/creative work. Teaching will include a record of significant contribution to undergraduate and (if applicable) graduate education, unless circumstances required a stronger emphasis on or singular emphasis on undergraduate or graduate education.

The candidate's record in teaching, research, and service will be evaluated as a whole as: not meritorious, meritorious, or excellent. Promotion requires "a record that, taken as a

whole, is judged to be excellent; a record of significant contribution to both graduate and undergraduate education, unless individual or departmental circumstances require a stronger emphasis or singular focus on one or the other; and a record, since receiving tenure and/or promotion to Associate Professor, that indicates substantial, significant, and continued growth, development, and accomplishment in teaching, research/creative work, and leadership and service."

Teaching

The candidate must meet the standards required for promotion to Associate Professor with evidence of demonstrated achievements at the campus, local, national, and/or international level which furthers the practice and/or scholarship of teaching and learning beyond one's immediate instructional setting. In addition, the candidate's maturity and stature as a scholar will be reflected in their teaching and participation to WEST priorities and mentoring junior faculty.

Substantial, significant and continued growth, development and accomplishment as a teacher since tenure can be demonstrated through Faculty Course Questionnaire results that are consistent with or exceeding the median WEST program scores and three other means of evaluation such as: development of new and revised curriculum, new pedagogical techniques, participation in professional development, work with students outside of the classroom, teaching in the community, and other areas of teaching such as those in the appendix. We also value continued risk taking, innovations (engaged pedagogy, contemplative practices, embodied teaching), and progress in teaching and in curriculum development. A rating of meritorious requires demonstrating significant growth in teaching. A rating of excellent reflects contributions that surpass expectations in multiple facets of teaching commitments (See appendix).

Scholarly/Creative Work

The candidate will demonstrate evidence of intellectual/creative growth as a scholar since promotion to Associate Professor. This will normally mean publications and/or creative work meriting recognition in the field beyond that for which the candidate was awarded promotion to Associate Professor. Risk taking and innovation will continue to be valued. In addition, there will be evidence of national and/or international esteem in the candidate's special field(s). Substantial and continued growth and accomplishment as a scholar since tenure may be demonstrated through scholarly/creative contributions and a synergistic pattern of productivity. A rating of meritorious requires consistent engagement with one's research/creative work. A rating of excellence reflects synergistic productivity and innovation in research/creative work (See appendix.)

Leadership and Service

The candidate will make significant contributions in the area of professional, University, public service, and/or community outreach. Substantial and continued growth and accomplishment since tenure must be demonstrated through service to WEST, the college, campus, University and/or profession.

A rating of meritorious requires continuing to meet service responsibilities within WEST

and service to the college, campus, community or profession. A rating of excellence reflects significant contributions that surpass expectations for meritorious at the level of WEST, the college, community and/or profession. The quality, time commitment, and risk taking involved in the service will be taken into account. (See appendix)

POST-TENURE REVIEW:

Post-tenure review takes place every five years and is evaluated by a committee, typically consisting of three tenured faculty recommended by the Director, in consultation with the faculty member, and approved by the Dean. The Program recognizes many different ways in which post-tenure faculty contribute to the University. Continuing to grow as a scholar and being involved in the life of the university, the community and/or the profession remain important. Updating and/or creating new courses is another way of continuing to grow as a teacher. Contributions will be documented in the College's annual merit reviews as well as the professional plan. Both the annual reviews and professional plans need to demonstrate progress toward the goals in the faculty's scholarly/creative work, leadership and service and/or teaching. It is understood that patterns of focus may vary reasonably at different points in a faculty member's career. If the faculty member demonstrates consistent problems in the annual reviews, a committee shall consider changes that may enable renewed growth at the level of service, scholarship and/or teaching. If the faculty member is not satisfied with the committee's post-tenure review, the candidate has the right to file grievance procedures.

Appendix:
Examples of Appropriate Criteria for Faculty Evaluation

The following are not in ranked order and all are relevant criteria for evaluation.

I. Teaching:

*** Denotes activities that can also qualify as examples of teaching “outside of one’s immediate instructional setting”**

1. Teaching writing intensive courses
2. Innovations and creativity in teaching
3. Incorporation of contemplative practices (free writing, meditation, mindfulness, creative practices, storytelling, rituals, activist practices, bearing witness, etc.)
4. Use of techniques for embodied teaching (attention to body language and affect, making room for emotion and self-reflection, etc.)
5. Risk taking in course substance and process
6. Team-teaching
7. Faculty Course Questionnaires
8. Supplementary evaluations (qualitative reports, student self-evaluation, journals, etc.)
9. Peer evaluations
10. Use of mid-semester evaluations
11. Student advising*
12. Advising undergraduate/graduate research*
13. Outreach to students across race, ethnicity, sexuality, religion, gender, age, disability, etc.*
14. Sponsoring student trips, courses, programs and conferences*
15. Graduate committee participation*
16. Role modeling and mentoring both colleagues and students at any educational level*
17. Effectiveness of students in advancing to next level of study (in major, in graduate school)*
18. Student supervision in professional activities, internships, independent studies, etc.*
19. Student development (Centers of Excellence, library knowledge, learning disability recognition, etc.)*
20. Preparation of new course material
21. New course development
22. Teaching awards and other outstanding accomplishments in instruction*
23. Participation in opportunities for professional development related to teaching*
24. Development of and support of scholarship programs*
25. Publication in teaching/pedagogy journals/anthologies*
26. Community outreach –teaching in the community*
27. Teaching at other institutions*
28. Bridge-work and alliance building to other universities domestically and/or internationally*

Research/Creative work:

1. Books
2. Edited volumes
3. Peer judged publications, both print and on-line

4. Publication in English and/or the native language of the region where the research is conducted
5. Creative work (film, novels, poetry, painting, exhibits, etc.)
6. Performances, exhibitions, curation, directing, etc.
7. Research in underrepresented communities—prisons, work in the 2/3rds world, scholarship on women, where English is not first language, on reservations, etc.
8. Risk taking in research commitments
9. Role modeling and mentoring of research at any educational level
10. Participation on research directed by community organizations
11. Long-term research projects
12. Typically under-recognized forms of scholarship—oral histories, artistic projects
13. Public scholarship such as editorials, magazine articles and blogs
14. Papers prepared for professional and community conferences
15. Recognition by other scholars of research and publications
16. Organized conference sessions and conferences
17. Readings
18. Grants and contracts (sponsored research) and unsponsored research
19. Participation in career development activity (workshops, conferences, summer school, etc.)
20. Reviewing manuscripts, articles
21. Expert and technical consultation of research projects
22. Professional reputation inside and outside academy (invitation to conferences, citation in scholars' work, etc.)
23. Evidence of capacity for future achievement

Service

1. Role modeling and mentoring
2. Administrative service
3. Program, college, campus and university committees
4. Participation on faculty governance
5. Service to the profession and discipline (at local, state, national, international level)
6. Consultation and public service
7. Conducting program assessment
8. Service on community boards
9. Research requested by communities to facilitate their organization
10. Advocacy efforts
11. Reviewing research or grant proposals
12. Reviewing books in scholarly journals and community media
13. Refereeing manuscripts
14. Participation and/or leadership in professional conferences, local planning committees, site details, etc.
15. Membership in and/or office holding in professional associations
16. Service contribution to other educational institutions
17. Bridge work and alliance building to other universities domestically and/or internationally

**College of Letters, Arts, and Sciences
Department of Women's and Ethnic Studies
RPT Criteria
Version History**

Version 1: Initial Version

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Approved by Interim Dean Rex Welshon, 4/21/2020

Approved by Provost Tom Christensen, 6/23/2020

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