

Department of Women's and Ethnic Studies
College of Letters, Arts and Sciences

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CRITERIA FOR REAPPOINTMENT, PROMOTION AND TENURE

Women's and Ethnic Studies Program

Approved by the Provost: June 3, 2009

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 at the University of Colorado at Colorado Springs. Each candidate's case will be reviewed and judged on its individual merits and circumstances. The Program is committed to quality teaching, strong research/creative work, and effective 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 issues locally, domestically, and/or transnationally using tools from a range of disciplines. The Program 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. The Women's and Ethnic Studies Program values creative work along with scholarship. We weigh such 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. Quality teaching involves a willingness to grow and change as a teacher and remain intellectually committed to the curriculum. We respect the risk taking often involved in teaching (introducing controversial topics, teaching non-canonical literature, using multiple methods of evaluating learning, creating community in the classroom, using engaged, student-centered teaching methods, etc.). We also value teaching that is embodied (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 (allows students time to integrate the material into their consciousness, incorporates free writing, mindfulness, meditation, storytelling, etc.).

Service pivots on contributions to the vitality of the Program, the University, and the larger community. Typically, the service an individual provides reflects her/his 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. The Program also understands the risk that can be involved in the pursuit of creative and innovative teaching, research efforts and service on the campus, in the profession, and/or in the community. 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, service and scholarship 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.

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

FIRST RENEWAL (INITIAL REVIEW)

At this level of review, the candidates should be initiating systematic efforts to establish a strong program of teaching and research/creative work and demonstrate citizenship in the Program.

Teaching:

Teaching is both an art and an occupation that blossoms over time. During the first renewal we are seeking signs of this potential for growth. There are multiple ways the candidate may show this—investment in the curriculum; progress in inciting student interest (both majors and students in other disciplines); facility in lecturing and leading discussions; plans for designing courses, etc. All of the courses we teach need to 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. (See appendix for examples of teacher accomplishments.)

Research/Creative Work and Publication:

High quality, original research 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 facilitate this, the assistant professor will devise a Research/Creative Work Plan in collaboration with the Director that 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 the Program, university and larger community might provide to facilitate the research/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.

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

Service:

The Program recognizes service to the campus, community and the profession. At this stage, the candidate will be involved in Program meetings and activities but may also begin to identify other service involvements within the university, community, and/or profession. 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 research may often need to come first.

SECOND (COMPREHENSIVE) RENEWAL

At this level, the candidate will have been developing skills as a teacher and researcher, and have established her/himself as a contributor to the Program and to varying degrees, to the campus, wider community and/or her/his 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 and service accomplishments as well as identification of the steps the Program might take to ensure the candidate's further success. The candidate may name these steps her/himself or seek collaboration with other faculty to specify how the Program might need to change to fully support the candidate. At this level, the candidate needs to earn a rank of meritorious in all three levels of the areas of teaching, research and service.

Teaching:

The candidate may demonstrate teaching merit in a range of ways as shown by peer and student evaluation, supplemental evaluations, and self-evaluation beyond that required for first renewal as well as other measures included in the appendix. The Program takes student assessment seriously. This 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 her/his narrative that recognizes how these categories may influence evaluation and other analysis of the student feedback. In the case where the candidate or Program identifies room for improvement in teaching, a plan for such change (and the support it might involve) can be included in the teaching section of the comprehensive narrative.

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 teaching, writing about pedagogy, and contributing to the breadth, depth and needs of the Program. We also value signs of risk taking, innovations (engaged pedagogy, contemplative practices, embodied teaching), and progress in teaching and in curriculum development. In addition to classroom teaching, the candidate's work with students outside of the classroom, as a mentor, research advisor, independent study, intern supervisor, and similar activities are also signs of quality teaching. 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 possible teaching contributions.)

A rating of meritorious is earned for those showing signs of developing skills as a teacher as exemplified in the list of teaching contributions in the appendix. A rating of excellence is granted to those already establishing themselves as exemplary teachers, as evidenced in evaluations, advising, outreach to students and other criteria in the appendix.

Research/Creative Work and Publication:

The candidate may demonstrate reasonable progress in a range of ways including submission of research proposals, professional presentations, publications, performances, readings, etc., and three letters of evaluation of her/his work. The candidate's Research/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 research/or creative works agenda. (See appendix for examples of research/creative work.)

A rating of meritorious requires reasonable progress toward tenure as demonstrated through goals established for research/creative agenda. A rating of excellence reflects evidence of laying groundwork for superior scholarly/creative work (as delineated in the appendix).

Service:

By this stage, the candidate needs to be meeting service responsibilities within the Program as well as have initiated some service to the college, campus, community and/or profession. Typically, the service an individual provides reflects her/his 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 meritorious requires meeting service responsibilities within the Program as well as the initiation of some service to the college, campus, community or profession. A rating of excellence requires extending oneself substantially within the program, college, community and/or profession.

TENURE AND PROMOTION TO ASSOCIATE PROFESSOR

At this level, the candidate must be judged as meritorious in all three areas of teaching, research and service and excellent in teaching and/or research/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. The Program will solicit letters from respected scholars or specialists in the candidate's field(s) of research.

Teaching:

The candidate may demonstrate teaching merit as exemplified by student evaluation as well as two or more additional measures which may include peer evaluation, supplemental evaluations, and self-evaluation beyond that required for first renewal, as well as other measures included in the appendix. The Program 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 her/his 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 (engaged pedagogy, contemplative practices, embodied teaching), and progress in teaching and in curriculum development. In addition to classroom teaching, the candidate's work with students outside of the classroom, as a mentor, research advisor, independent study advisor, intern supervisor, and similar activities will also be valued. 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 in the classroom as well as advising, outreach, community engagement and/or other contributions specified in the appendix.

Research/Creative Work and Publication:

For tenure review, showing progress involves documenting significant scholarly/creative contributions in her/his 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 substantial scholarly/creative work and progress in new work as well. A rating of excellence reflects research/creative work that is original and transformative and makes significant contribution to the candidate's field(s) and/or community.

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 his/her 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 her/his primary obligations to the Program, 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 the Program 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

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 work will show progression and there will be synergy between teaching and scholarship/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.

Excellence in two of the three areas (research/creative work, teaching and service) and meritorious in the third area are necessary for promotion. The Program will solicit letters from respected scholars in the candidate's field(s) of research, creative contributions.

Teaching:

The candidate must meet the standards required for promotion to Associate Professor with evidence of continuing creativity and/or advancement of courses. In addition, the candidate's maturity and stature as a scholar will be reflected in her/his teaching and participation to the Program priorities and mentoring junior faculty. Substantial, significant and continued growth, development and accomplishment as a teacher since tenure can be demonstrated through 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).

Research/Creative Work and Publication:

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.)

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 the program, college, campus, university and/or profession.

A rating of meritorious requires continuing to meet service responsibilities within the program and service to the college, campus, community or profession. A rating of excellence reflects significant 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.)

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 research, service and/or teaching. It is understood that patterns of focus (in service, scholarship and teaching) 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, he/she has the right to file grievance procedures on his/her behalf.

**Appendix:
Examples of Appropriate Criteria for Faculty Evaluation**

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

Teaching:

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

Research/Creative work:

Books
 Edited volumes
 Peer judged publications, both print and on-line
 Papers prepared for professional and community conferences
 Recognition by other scholars of research and publications
 Organized conference sessions and conferences
 Creative work (film, novels, poetry, painting, exhibits, etc.)

Performances, exhibitions, curation, directing, etc.

Readings

Reviewing manuscripts, articles

Research in underrepresented communities—prisons, work in the 2/3rds world, scholarship on women, where English is not first language, on reservations, etc.

Risk taking in research commitments

Grants and contracts (sponsored research) and unsponsored research

Publication in English and/or the native language of the region where the research is conducted

Professional reputation inside and outside academy (invitation to conferences, citation in scholars' work, etc.)

Evidence of capacity for future achievement

Participation in career development activity (workshops, conferences, summer school, etc.)

Participation on research directed by community organizations

Long-term research projects

Expert and technical consultation of research projects

Role modeling and mentoring of research at any educational level

Typically under-recognized forms of scholarship—oral histories, artistic projects

Public scholarship such as editorials, magazine articles and blogs

Service

Program, college, campus and university committees

Administrative service

Participation on faculty governance

Service to the profession and discipline (at local, state, national, international level)

Consultation and public service

Conducting program assessment

Role modeling and mentoring

Service on community boards

Research requested by communities to facilitate their organization

Advocacy efforts

Reviewing research or grant proposals

Reviewing books in scholarly journals and community media

Refereeing manuscripts

Participation and/or leadership in professional conferences, local planning committees, site details, etc.

Membership in and/or office holding in professional associations

Service contribution to other educational institutions

Bridge work and alliance building to other universities domestically and/or internationally