

Colorado State University
College of Liberal Arts

Ethnic Studies Department
Department Code

Unanimously approved by Department Council:
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Ethnic Studies Department Code

I. Department Mission

The Ethnic Studies Department critically examines the interlocking forces of domination that are rooted in socially constructed categories of gender, sexuality, class, race and ethnicity. Our faculty and researchers are committed to theoretical, empirical, qualitative, textual, and community-based research, pedagogy, service, and outreach. Utilizing interdisciplinary, international, and comparative approaches, we challenge paradigms that systematically marginalize the experiences of diverse populations. In doing so, we bring to bear issues of power, privilege, and social justice pertinent to aggrieved groups in the United States and abroad. We are especially committed to nurturing civic-minded and culturally informed students who strive to strengthen the communities in which they reside. In support of the land-grant mission of Colorado State University, the Department engages with communities on and off campus in order to effect meaningful change in public policy and social life.

II. Chair of the Department

The Chair of the Department shall be appointed by the Dean and designated as Chair. A search committee shall recommend to the Dean a Chair for the Department. The duties and responsibilities of the Chair shall include those specified in the *Academic Faculty and Administrative Professional Staff (Faculty/Staff Manual)* (C.2.6.2), the Ethnic Studies Department Code, the College of Liberal Arts Code (College Code), and other duties assigned by the Dean of the College. The Chair shall be responsible for:

- A. Constituting and appointing Chairs of Ad Hoc Committees as necessary to fulfill the mission of the Department.
- B. Being a non-voting ex-officio member of all Department committees except Tenure and Promotion..
- C. Delegating, where appropriate, administrative duties to Department faculty members.
- D. Consulting with the Executive Committee where appropriate prior to submitting recommendations for policies and procedures to the Department Council.
- E. Evaluating the professional work of the members of the Department, including tenure-track faculty, the special instructors, the faculty associates, the state classified, and administrative professionals, and the graduate teaching and research assistants. For all evaluations, the Chair shall proceed according to the guidelines for evaluations in this Code. At the request of a faculty member advice may be sought for evaluation and promotion from Tenure and Promotion Committee

Members or Chairs of Departments in which Ethnic Studies faculty are jointly appointed.

- F. Submitting personnel recommendations for all annual evaluations; appointments, reappointments, sabbaticals, comprehensive performance reviews of tenured faculty, tenure and promotion recommendations, and salary increases through appropriate administrative officers of the University.
- G. Serving as the “charging party” as stipulated in the search guidelines of the Office of Equal Opportunity.
- H. Representing the Department in its relations with local communities and other constituents and promoting outreach activities of students and faculty, especially to various underserved communities.
- I. Calling a meeting of the Department at least once each semester. Meetings typically shall be informal. Only issues that have been announced two business days in advance may be voted on at a particular meeting.
- J. Preparing reports requested by higher authorities and appropriate University officers.
- K. Preparing, administering and adhering to the Department budget in a manner which promotes equity and transparency in the allocation of departmental resources, including formulas for salary increases, and equity increases.
- L. Giving adequate notice to all Department members of all-important deadlines (such as tenure review, promotion, sabbaticals, evaluations).
- M. Coordinating teaching schedules, negotiating regarding teaching assignments and distributing final schedules.
- N. Providing leadership with regard to program evaluation.
- O. Assisting in mentoring of all personnel.
- P. Maintaining accountability of university property charged to the Department.
- Q. Representing the Department in its relations to the administration of the College of Liberal Arts and the University.

III. Department Members

A. Department Regular Faculty

All tenured and tenure-track faculty members appointed to the Department are regular faculty.

B. Department Faculty Associates

1. The Department will have, in addition to Department regular faculty, a number of Department Faculty Associates, chosen by the voting members of the Department. Those who are qualified to become Department Faculty Associates are Colorado State University regular faculty members who are willing to serve and who, by teaching assignment, research program or other substantial interest or activity, have a positive and supportive connection to the Department's mission and activities. Interested persons will have previous teaching or research experience in areas that explore the intersections of race and ethnicity, gender, class, sexuality, and social justice. The Department will have representation across ranks, disciplines, and colleges among the Department Faculty Associates. Faculty Associate terms are for two years and are renewable.

2. Department Faculty Associates are members who may participate in Department activities in ways consistent with this Code.

C. Department Special/Temporary Faculty

1. All full-time and part-time Special/Temporary faculty hired by the Department are members of the Department.

2. Special/Temporary faculty may participate in Department activities in ways consistent with this Code.

3. An elected representative from the Special/Temporary faculty will serve at the Department Council Meetings.

4. See Appendix B for policy regarding the hiring of Special/Temporary faculty.

IV. Department Council Membership, Voting and Governance

The Department Council shall be the legislative body of the Department of Ethnic Studies whose primary purpose is the establishment or alteration of departmental policies, priorities, programs, and discussion over the allocation of resources.

A. Membership

1. The Department Council shall be composed of all Department regular faculty, one elected member among the Special/Temporary faculty, one elected

graduate student representative, and one elected undergraduate student representative.

2. The Special/Temporary faculty of the Department shall elect a Special/Temporary representative through an anonymous voting process at the beginning of each academic year. The Department office staff shall provide the voting guidelines and administer the voting process. The term of office of the Special/Temporary representative shall be one year.

3. The graduate students of the Department shall elect a graduate student representative through an anonymous voting process. The Graduate Coordinator shall provide the voting guidelines and administer the voting process. The term of office for the graduate student representative shall be one year.

4. The undergraduate students of the Department shall elect an undergraduate student representative through an anonymous voting process. The Department office staff shall provide the voting guidelines and administer the voting process. The term of office for the undergraduate student representative shall be one year.

5. The graduate and undergraduate student representatives shall represent the students in Department Council meetings.

6. Additional duties of the student representatives include conveying the outcomes of Department Council meetings to all graduate/undergraduate students, calling special meetings to discuss matters that affect graduate/undergraduate students, and representing the Department's graduate/undergraduate students within the University.

B. Voting

1. Each Department Council faculty member and the elected Special/Temporary faculty representative shall have one vote. The elected undergraduate and graduate student representatives shall have one vote each on all student related issues as determined by the faculty. Faculty Associates are non-voting members. Revisions to the Department Code shall require a two-thirds vote of the members of the Department Council.

2. Any member may call for a secret ballot. Any member of the Department Council may delegate her/his vote by written proxy to any other single member of the Department Council prior to the meeting. The proxy shall be signed by the absentee committee member.

C. Governance

1. The Department Council shall develop its own operating procedures including frequency of meetings and rotation of a Chair and note taker for each meeting designated at the fall retreat.
2. A written request from five regular faculty members shall require the Chair to call a meeting of the Department.

V. Standing Committees of the Department

The selection of members for all standing committees shall be discussed at the last Council meeting of the Spring semester.

A. The Executive Committee

1. The Executive Committee shall consist of the Chair of the Department and at least two representatives from the regular faculty.
2. Chair of the Executive Committee will be selected by the Executive Committee.
3. At least one tenured and one untenured faculty member will sit on the Executive Committee.
4. The term of office for members of the Executive Committee shall be three years for Department regular faculty. The terms of Department regular faculty will be staggered.
5. Minutes shall be kept of all meetings of the Executive Committee and shall include voting tallies.
6. The duties of the Executive Committee shall be to advise the Chair on the Department's daily operations, which may include hiring all Special/Temporary faculty; conducting peer classroom teaching evaluations; preparing PRISM summaries; and interpreting, enforcing, and reviewing this Code and reconciling it with the *Faculty/Staff Manual*.
7. Any member of the Executive Committee, upon receiving written suggestions from a member of the Department concerning any aspect of the Department's work, shall submit these suggestions to the Committee Chair for possible inclusion on the agenda of the Executive Committee.

B. Tenure and Promotion Committee

1. In accordance with E.10.5 of the *Faculty/Staff Manual* the Tenure and Promotion Committee will consist of all members of the Department, except for the Department Chair, above the rank of the individual being considered. If there are not three individuals at such rank, additional tenured faculty associates at the appropriate rank in disciplines related to the research and teaching expertise of the individual(s) being considered will be identified and asked to serve by the Tenure and Promotion Committee in consultation with that Chair. If a committee of three cannot be seated in this manner, the provision of E.10.5.1. of the *Faculty/Staff Manual* will be followed. In the case of joint appointees, at their request, they may in consultation with the Chair request that a faculty member from their joint appointed department participate on the Tenure and Promotion Committee as a non-voting member and that their comments be recorded and included as a part of the record forwarded to the Chair.

2. The duties of the Tenure and Promotion Committee shall be to gather information for annually assessing the teaching, advising, research/scholarship, creative activity and service of regular faculty members, as specified in the *Faculty/Staff Manual*, and to take a vote and make recommendations regarding progress toward tenure and tenure and/or promotions of regular faculty based on evidence presented to the Chair and other relevant University officials.

3. Tenured faculty members at the appropriate rank who are on leave but who are able to participate fully on the Tenure and Promotion Committee may vote. Through faculty discussion a Chair is chosen by vote of the Tenure and Promotion Committee.

4. The Tenure and Promotion Committee shall coordinate Department evaluations of the Chair as directed by the Dean.

5. The representative on the College Promotion and Tenure Committee must be elected by secret ballot by the full time tenured and tenure-track faculty of the Department.

C. Curriculum Committee

1. The Curriculum Committee shall consist of at least two faculty members. Through faculty discussion committee membership is decided and a Chair is chosen by vote of the Curriculum Committee.

2. The term of office for members of the Curriculum Committee shall be three years, beginning with the first day of the fall term. Terms shall be staggered to the extent possible.

3. Minutes shall be kept of all meetings of the Curriculum Committee and shall

include voting tallies.

4. The Chair of the Curriculum Committee must also be a representative on the College Curriculum Committee as well as the relevant subcommittee meetings.

D. Undergraduate/Graduate Committee

1. The Undergraduate/Graduate Committee shall consist of at least three faculty members and include one undergraduate and one graduate participant.

2. The term of office for members of the Undergraduate/Graduate Committee shall be three years. Terms shall be staggered to the extent possible. A Chair is chosen by the members of the Undergraduate/Graduate Committee and shall serve for three years.

3. Minutes shall be kept of all Undergraduate/Graduate Committee meetings and shall include voting tallies.

4. The duties of the Undergraduate/Graduate Committee shall be to establish policies for the undergraduate and graduate programs and provide for their implementation; to assess admission portfolios for acceptance into the graduate program; to assess Graduate Teaching Assistant (GTA) applications; to serve as primary advisor for all incoming graduate students; and to conduct GTA training and orientation.

5. In appointment of Academic Faculty to a graduate thesis committee, the candidate shall select a thesis advisor from eligible members of the faculty. The candidate and the thesis advisor may select a committee member from inside the department and will select a committee member from outside the department. The candidate must receive the consent of each faculty member before s/he will be considered an official thesis committee member.

6. The graduate student will complete the GS-6 in consultation with their thesis advisor.

7. The thesis committee is subject to the approval of the Dean of the Graduate School.

E. Search Committees

1. A Search Committee shall be formed to organize and conduct a search for a new Department faculty position.

2. The Department Chair shall appoint the Search Committee and its Chair after

faculty discussion. Those appointments and all activities relative to searches must be cleared by OEO and comply with current OEO regulations and Faculty/Staff Manual guidelines.

3. After the top listed candidates are selected by the Search Committee, the Department Council shall discuss, vote on and send a recommended finalist list to the Chair.

F. Ad Hoc Committees

1. The Department may create Ad Hoc Committees, appointed by the Chair, as warranted.

VI. Standards for Tenure and Promotion

Policies, guidelines, and procedures for tenure and promotion are governed by the College Liberal Arts Code and the *Faculty/Staff Manual* (E.10.4 and E.10.5).

A. Evaluation of Performance

The *Faculty/Staff Manual* requires that “the evaluation of faculty members shall be based on qualitative and quantitative assessment of the faculty member’s fulfillment of responsibilities to the University during the period of evaluation” (C.2.5.b). The evaluation shall be based upon criteria enunciated in the Ethnic Studies Code. And, as stipulated in the *Faculty/Staff Manual*, “assessment of the quality of a faculty member’s performance requires careful and critical review, necessarily involving judgments and should never be reduced to purely quantitative measures” (C.2.5.b).

B. Performance Expectations and Effort Distribution

All faculty members being considered for tenure and/or promotion must demonstrate a level of excellence consistent with the standards in Ethnic Studies and its mission as well as the faculty member’s individual effort distribution in teaching/advising, research/creative activities, and service/outreach/engagement. All faculty members being recommended for tenure and/or promotion must demonstrate a level of excellence appropriate to the rank under consideration.

All faculty members shall assume responsibility for fulfilling their duties in areas of teaching, research and service consistent with the mission of the university. In addition, each faculty member shares the obligation of implementing and advancing departmental goals and objectives. Effort distributions may vary among individual faculty members in ways that reflect their distinctive contributions to the institutional mission and their joint appointments.

Generally, a distribution of 50% effort in teaching is associated with an academic year assignment of four 3 credit Type-A or equivalent courses plus graduate and undergraduate advising and other Type-B activities. Non-tenured faculty on a tenure-track appointment will normally have such a 50% effort distribution in teaching, as will tenured faculty whose scholarly records merit the four-course teaching load. Faculty with a 50% effort in teaching normally also will have 35% effort in research and scholarly activity and 15% effort in service and outreach.

1. Teaching and Advising Expectations

As stipulated in the *Faculty/Staff Manual* (E.12.1) teaching “involves the systematic transmission of knowledge and skills and the creation of opportunities for learning; advising facilitates student academic and professional development.” In fulfilling teaching expectations, all Ethnic Studies faculty are expected to engage in a number of activities such as classroom instruction, supervision of student research, supervision of teaching assistants, service learning, and other activities that organize and disseminate knowledge. Other associated teaching activities include classroom preparation, grading, and preparation and funding of instructional improvement proposals. Advising activities for both undergraduate and graduate levels are vital to the learning process and are characterized by being available to students, keeping appointments, providing accurate and appropriate academic and career advice, and providing knowledgeable mentoring and guidance. Other advising activities include explaining graduation requirements and supervision of or assistance with graduate student thesis/dissertation projects.

2. Research and Other Creative Activity Expectations

Performance expectations for research and other creative activities revolve around the discovery and development of knowledge and original or imaginative accomplishments as seen in publications and presentations, in addition to seeking funding to support research or other creative activities. As indicated in the *Faculty/Staff Manual* (E.12.2) the criteria for evaluating the original or imaginative nature of research and other creative activities “should be the generally accepted standards prevailing in the applicable discipline or professional area.” Given the interdisciplinary nature of Ethnic Studies, the applicable standards reach to multiple disciplines and professional areas. As stipulated in the *Faculty/Staff Manual* (E.12.2), when the work is collaborative “every attempt should be made to assess the value of the contribution of the faculty member.”

3. Service/Outreach/Engagement Expectations

Service, outreach, and engagement are activities that advance the interests of

the institution, community and profession. University service includes in part the contributions to the governance and leadership of the University “through the participation in the formulation and implementation of department/college/university policies via membership on committees, councils, and advisory groups and participation in administrative activities” (E.12.3.1). Service includes advising student organizations. Professional service includes participation in tribal, local, state, national or international professional organizations that enhance the University’s scholarly and academic reputations. According to the *Faculty/Staff Manual*, service in these organizations includes in part editorial activities, service as an officer or committee member of a professional society, participating in or organizing research conferences, consultations, workshops or professional meetings, reviewing grant proposals, and service on academic review boards. Community service includes participating in community boards, committees, and the participation and organization of community workshops and activities that further empower communities, advance intercultural understanding and build ties to the university. Outreach/engagement efforts may be integrated into the faculty member’s teaching, research, and/or service responsibilities.

C. Departmental Performance Criteria and Standards

The *Faculty/Staff Manual* indicates that “the department code shall establish clearly articulated criteria and standards for evaluation” (E.11) and that “the evaluation of faculty members shall be based on qualitative and quantitative assessments of the faculty member’s fulfillment of responsibilities to the University during the period of evaluation. This evaluation shall be based upon criteria for teaching and advising, research and other creative activity, and service and/or outreach enunciated in departmental codes. Although there are some reasonable expectations for performance that cut across disciplines, performance criteria may vary among disciplines within the University according to the mission of the department and standards for the field. Assessment of the quality of a faculty member’s performance requires careful and critical review, necessarily involving judgments, and should never be reduced to purely quantitative measures” (C.2.5.b). For specific faculty annual evaluation ratings see *Appendix A Evaluation Grid*.

Recommendation for tenure and promotion to Associate Professor shall require clear evidence: (1) that the faculty member’s research/creative activity is in the process of achieving professional recognition among leaders in the candidate’s discipline; (2) of effectiveness and promise of continuing growth in teaching; and (3) of effectiveness in institutional and professional public service when there has been opportunity to serve. With respect to quantity of work, evidence of adequate scholarly research productivity for faculty typically on a four-course per academic year load may be considered as five or six substantial refereed journal articles of solid quality, either in print or electronic, or the equivalent (e.g. one scholarly book reflecting original research and two journal

articles in print or electronic), and a number of other scholarly activities (e.g., book reviews, essays). The Department makes a strong recommendation for faculty to demonstrate additional scholarly activities and evidence of continued research. The lesser the quantity the stronger the need for substance, coherence and quality of work.

1. Teaching and Advising Performance Criteria and Standards

In Ethnic Studies we recognize course content is often controversial and prone to divergent student interpretation and reactions that can be reflected in student evaluations. In Ethnic Studies we seek to critically examine the interlocking forces of domination that are rooted in socially constructed categories of gender, sexuality, class, race and ethnicity which may position our faculty at a disadvantage in standard teaching evaluations. We understand the intersectionality of identities for faculty further places them at a disadvantage when gender/race/ethnicity/sexuality come into play in the front of the classroom.

Criteria for the measurement of teaching and advising effectiveness and continued growth shall be understood to include: command of subject matter; willingness to assist students; creation of an atmosphere that encourages and facilitates engaged learning, lucid reasoning, creativity, and independent thinking; skill in presenting material and demonstrating its significance; commitment to teaching and advising responsibilities (e.g., regular, prompt meeting of classes, keeping office hours, providing accurate advice); openness in examination of a variety of views, including respect for student expression; fairness, clarity, reasonableness, timeliness, and good judgment in assigning and evaluating student work; assisting students in their academic and professional development (e.g., writing letters of recommendation, accommodating special circumstances); continual efforts to improve the aims and content of courses and academic programs, and continual assessment of effectiveness as a teacher and adviser.

A source of evidence of quality teaching/advising includes but is not limited to:

- i. Peer Evaluations: (1) written statements by colleagues who have observed and evaluated classroom performance and/or supporting materials and (2) written statements by colleagues who have observed and evaluated a colleague's teaching outside the classroom.
- ii. Student Evaluations: (1) university-mandated evaluations as standardized and administered by the department; (2) other in-class evaluations initiated by the faculty member; and (3) unsolicited written statements from students.

iii. Other kinds of evidence: (1) teaching materials (e.g., syllabi, tests, study questions, handouts, Web materials, graded papers; course grade distributions); (2) new courses and seminars created, developed, and offered; (3) directed study topics supervised and brought to completion; (4) direction of master's and doctoral thesis committees when brought to completion; (5) participation in master's and doctoral thesis committees; (6) effective undergraduate academic advising; (7) writing and grading of M.A. and Ph.D. examinations; (8) pedagogical grants, fellowships and/or awards applied for, officially nominated for, or received; (9) accomplishments of students when these are related to instruction by the faculty member; and (10) textbook publication.

2. Research and Other Creative Activity Performance Criteria and Standards

Criteria for the measurement of effectiveness and promise of continuing growth in scholarship/creative activity shall be understood to include, but not limited to: (1) publications and awards; (2) publication in refereed journals, or in scholarly books, textbooks, monographs, or in recorded form; (3) juried or invited presentations; and (4) funded research grants, fellowships, and/or other awards won or received.

Other scholarly/creative activities, such as: conference papers, invited lectures, workshops and similar performance based on original intellectual activity; book reviews, editorials, essays, and other reflections; editing scholarly or creative journals.

Other evidence of continuing scholarly/creative activity includes: work submitted for publication; works in progress; and applications of research grants, fellowships, and related awards.

3. Service/Outreach/Engagement Performance Criteria and Standards

In Ethnic Studies there is an expectation and recognition of faculty who engage in community related service whether at the local, university, regional, tribal, national, or international levels. The Department values national and international recognition of faculty members' expertise (e.g., expert testimony/consultation/commentary or serving on editorial boards; refereeing manuscripts and grant and award applications; jurying or adjudicating; and serving on panels for funding agencies) as significant contributions to the Department and the university.

Criteria for the evaluation of service/outreach/engagement activities include, but are not limited to, the willingness to serve, responsible fulfillment of duties,

efforts to act in the best interest of the University, organization, or community, as well as the quality, significance and impact of the service.

Recommendations for promotion to Full Professor will pay particular attention to the significance and quality of the candidate's teaching, service, and published research or artistry since appointment to the candidate's present rank. Promotion to full professor requires demonstration that the faculty member has matured in scholarship/creative activity or artistry and has achieved recognition among leaders in the profession. With respect to quantity of work, evidence of adequate scholarly research productivity may be considered as at least five or six substantial refereed journal articles or the equivalent (e.g. one scholarly book reflecting original research and two journal articles). Regardless of quantity, the case made for quality and scholarly significance remains the primary concern in recommendations for promotion to full Professor.

VII. Procedures for Regular Faculty Reappointment, Annual Evaluation, and Mid & Post-Tenure Review

If the Department does not recommend the reappointment of a non-tenured faculty member, section E.6 of the *Faculty/Staff Manual* must be followed.

A. Regular Faculty Reappointment Procedure

1. All tenure-track faculty shall have their contracts renewed each year during the probationary period.
2. The faculty member shall provide to the Tenure and Promotion Committee and Department Chair relevant documents for review, including a vita, a statement of goals, and a copy of the most recent annual evaluations.
3. The members of the Tenure and Promotion Committee shall constitute the Review Committee and prepare a written report to the Department Chair.
4. The Department Chair shall review the materials noted above, write an annual evaluation, and forward it, with required documents, to the Dean's office.

B. Regular Faculty Annual Evaluation

1. All tenured and tenure-track faculty shall provide Faculty Annual Activities Reports to the Tenure and Promotion Committee and Department Chair for review and evaluation in accordance with sections E.14 and C.2.5 of the *Faculty/Staff Manual*.
2. The Department Chair shall evaluate faculty member's annual performance and write independent assessments, which shall be forwarded to the Dean of

the College.

C. Regular Faculty Midpoint Comprehensive Review

1. The *Faculty/Staff Manual* provides university guidelines for the midpoint comprehensive reviews.
2. Tenure-track faculty members shall undergo a comprehensive review during the midpoint of their probationary period.
3. Faculty members who have up to three years of service credit shall be reviewed during the second year of appointment; for faculty with four years of service credit, the review shall take place during the first year of appointment.
4. A copy of the Tenure and Promotion Committee report shall be given to the faculty member, who then has ten working days to prepare a written response, if desired.
5. The Department Chair shall make an independent assessment and forward the written reports and the faculty response to the Dean of the College.

D. Post-Tenure Review

1. All tenured faculty members shall be reviewed every five years or the year after a second unsatisfactory annual performance within a five year period.
2. The faculty member shall submit an updated curriculum vitae; a self-analysis by the faculty member including both strengths and weaknesses and a statement by the faculty member of professional goals and objectives.
3. The evaluation must be based upon the faculty member's performance in each area of responsibility and it must take into account the individual faculty member's effort distribution.
4. A copy of the Tenure and Promotion Committee report shall be given to the faculty member, who then has ten working days to prepare a written response, if desired.
5. Faculty members who express their intention in writing for transitional retirement and are approved are exempt from review.
6. A Phase II Post-Tenure Comprehensive Performance Review is initiated when the academic supervisor decides that a tenured faculty member's performance in a Phase I Review was not satisfactory, or it may be initiated as described in

Section E.15.4.1. The initiation of a Phase II Review is not grievable by the faculty member. A Phase II Review Committee of at least three (3) tenured peers at the same or higher rank as the faculty member shall be selected to conduct a comprehensive performance review. Two of the selected faculty members shall not have been involved in Phase I. The academic supervisor shall not be a member of the Review Committee, nor shall any other administrator at the same administrative level as the academic supervisor or higher. If the department has fewer than three eligible faculty members, then additional tenured peers shall be selected first from the department's faculty affiliates and then from eligible faculty members in the same college so as to increase the total number of committee members to three (3).

The duties of an Unsatisfactory Post-Tenure Review Committee shall include:

Working with the faculty member under review to suggest strategies for addressing concerns raised by the Phase I review.

Collecting additional information concerning the teaching/advising/mentoring, scholarship or creative activity, and service of the faculty member under review.

Soliciting a narrative from the faculty member under review. The narrative should address concerns raised by the Phase I review and outline a plan for improving performance.

Evaluating the performance of the faculty member on the basis of the material collected.

At the end of the review process, the members of the Phase II committee shall report one of the following outcomes to the Chair:

The faculty member under review has met the reasonable expectations for faculty performance.

The deficiencies identified by the Periodic comprehensive Review Committee are not judged to be substantial and chronic or recurrent.

There are substantial and chronic or recurrent deficiencies that must be remedied.

The conditions set forth in Section E.14.3.2 Time Limit for Action by the Provost/Academic Vice President of the Academic Faculty and Administrative Professional Manual appear to be present.

The Chair and the faculty member under review will design a professional development plan indicating how concerns will be remedied and set a schedule for accomplishing each element of the plan. This plan must be approved by the Dean of the College.

In the event that conditions set forth in Section 15.4.1 are present, the Phase II committee will recommend the initiation of procedures which may result in possible sanctions up to and including tenure revocation. For each outcome, the Phase II committee shall provide the faculty member under review with a written summary of the review, and the faculty member shall have 30 days to prepare a written response to the summary. Both the review and the faculty member's response shall be forwarded to the Chair and, at successive steps, to the Dean and the Provost. Recommendations of the Chair and Dean will be sent concurrently to the faculty member. The Provost shall make the final decision regarding action.

VIII. Evaluations of Special Instructors, State Classified Personnel, Department Chair, and Administrative Professionals

A. Special/Temporary Instructor Evaluation

1. All Special/Temporary Instructors shall be evaluated annually by the members of the Executive Committee.
2. The Executive Committee conducts all Special Instructor's evaluations.
3. Special/Temporary Instructors with yearly contracts shall submit a curriculum vitae and other documentation for annual evaluation.
4. The evaluators shall complete the College of Liberal Arts Instructor Evaluation form, meet with the instructor and have them sign the form. It is then submitted to the Dean of the College.
5. All Special/Temporary Instructors have a choice each year to include peer review evaluations conducted by the department in their evaluations.

B. State Classified Personnel Evaluation

All state classified personnel shall be evaluated in accordance with the procedures outlined in the Performance Management Program User Guide for State Classified Employees and Supervisors in the Human Resource Service.

C. Department Chair Evaluation

1. The Department Chair shall be evaluated annually by the Dean of the College.
2. The Department's Tenure and Promotion Committee shall solicit assessments of the Department Chair from all regular faculty, Special/Temporary instructors, state classified personnel, researchers, and support staff.
3. The Tenure and Promotion Committee Chair shall provide a summary narrative and quantitative data from the Chair Evaluation Forms and provide a copy to the Department Chair and the Dean of the College.
4. The Tenure and Promotion Committee Chair shall forward the original Chair Evaluation Forms to the Dean of the College.
5. The Department Chair shall provide additional materials as requested by the Dean's Office, which may include Annual Activities Report, Statement of Goals,

and Annual Role and Responsibility Survey.

D. Administrative Professional Evaluation

All Administrative Professionals shall be evaluated in accordance with the procedures outlined in the *Faculty/Staff Manual*.

IX. Amendments to the Department Code

A. All requested changes to this Code shall be presented to the Executive Committee for view prior to being submitted to the Department Council.

B. This Code may be amended by a two-thirds vote of members during the Department Council meeting when a quorum is present. Amendments shall be presented one week before the Department Council meeting. Tenure and promotion amendments will be presented for a first reading and distributed to all members at least one week before the Department Council meeting then voted on at a subsequent meeting.

C. A comprehensive review of this Code shall be conducted by the Executive Committee every five years with any recommendations for amendments returned to the Department Council for action. Appendices to this Code may be created or amended by a two-thirds majority of all members of the Department Council at any meeting of this body.

X. Department Self-Evaluation

Self-evaluations of departmental operations, Code and performance shall be conducted in accordance with the *Faculty/Staff Manual* section C.2.4.2.2.

XI. Student Grade Appeals

1. Student grade appeals follow the procedures set forth in the *Faculty Staff manual*.

2. Within thirty (30) calendar days of the receipt of an appeal, the appeal shall be forwarded to the course instructor(s) who assigned the grade and an appeal committee shall be formed, unless the request is received during or shortly before the Summer Session, when the course instructor(s) who assigned the grade or members of the appeal committee will not be available, in which case, the appeal committee shall be formed no later than thirty (30) calendar days after the beginning of the following Fall semester. .

3. The appeal committee shall be composed of two (2) faculty members and two (2) students from within the department and one (1) faculty member from outside the department who shall serve as the chair. All five (5) members of the appeal committee shall be voting members.

4. The Department Chair shall select the members of the appeal committee.

XII. Student Appeals of Academic Integrity

All student appeals involving violations of the academic integrity policy require faculty to follow 1.7.2 and to notify students about infractions and penalties in writing. All appeals are governed by the *Faculty Staff Manual* 1.7.2.

Appendix A

Department of Ethnic Studies Evaluation Grid (revised/approved May 9, 2012)
Appendix A

Teaching and Advising

Superior	Exceeds Expectations	Meets Expectations	Does not meet expectations	Unsatisfactory
A. Classroom Teaching Criteria:				
<u>4.5 to 5.0</u> average of all courses	<u>3.8 to 4.4</u> average of all courses	<u>3.0 to 3.7</u> average of all courses	<u>2.1 to 2.9</u> average of all courses	<u>Under 2.0</u> average of all courses
<p>THE ABOVE EVALUATION RATING MAY BE INFLUENCED BY ANY OF THE FOLLOWING FACTORS:</p> <ul style="list-style-type: none"> • Favorable teaching assessment from a peer evaluator • Incorporation of innovative, creative teaching methods or techniques • Nominated for or received a teaching award • Wrote and/or received a teaching grant • Received many unsolicited notes, letters, emails from students praising effective teaching • Continual assessment of effectiveness as a teacher (described in personal statement and student qualitative comments) • Supervised Independent Studies • New course preparations <p>NOTE: Special consideration will be given to those teaching contentious courses like ETST 100</p>				
B. Advising Criteria: If assigned advising responsibilities				
Superior	Exceeds Expectations	Meets Expectations	Does not meet expectations	Unsatisfactory
<p>THE ABOVE EVALUATION RATING MAY BE INFLUENCED BY ANY OF THE FOLLOWING FACTORS:</p> <ul style="list-style-type: none"> • Carry an advising load • Mentoring of students • Nominated for or received advising award • Received many unsolicited notes, letters, emails from students praising effective academic and/or career advising • Student essays and/or thesis receives an award or recognition • Serves on graduate committees • Serves as graduate committee chair 				

Research, Scholarship, and Creative Activities*

Superior	Exceeds Expectations	Meets Expectations	Does not meet expectations	Unsatisfactory
A. Publications Criteria: Academic Articles, Chapters, Texts or Monographs				
2 or more peer-reviewed articles, book chapters; or a peer-reviewed book	1 peer-reviewed article or book chapter with another publication accepted or published revised professional book	1 peer-reviewed article or book chapter; or developing a professional book	Minimal evidence of scholarly activity	No scholarly activity
<p>THE ABOVE EVALUATION RATING MAY BE INFLUENCED BY ANY OF THE FOLLOWING FACTORS:</p> <ul style="list-style-type: none"> • Publication of a non-refereed edited collection • Publication of a monograph or textbook • Publication of non-refereed journal articles • Publication of a governmental or grant report • Quality, importance, usability, venue, or scope of the published or creative material • Nominee or recipient of an award for scholarly activity 				
B. Other Scholarly Activities:				
4 or more scholarly activities	3 scholarly activities	2 scholarly activities	1 scholarly activity	No evidence of scholarly activity
<p>For example:</p> <ul style="list-style-type: none"> • Presentation at a professional conference • Organizing a professional conference • Demonstrated ongoing grant activity • Demonstrated ongoing research agenda • Editor for a journal • Active reviewer for journals or book(s) • Reviewer of abstracts for conference presentations • Leadership of scholarly workshop 				
<p>Note: Categories A and B are required of all faculty members, while C is optional. Funded research could supplement B, but Category A should be the priority for untenured faculty members.</p>				
<p>*Creative activities will be assessed independently as the need arises.</p>				
C. Contract and Grant Development Criteria: Internal or External				

PI of at least 1 funded external grant or contract or Co-PI of 2 funded external grants or contracts	Co-PI of 1 externally funded contract or grant and/or PI or Co-PI on 1 external grant or contract submission and/or Major faculty role on funded external contract or grant	Key staff member role on externally funded contract or grant or Co-PI of 1 (or more) internal grant submissions	Key personnel on 1 (or more) internally funded grants or contracts or Evidence of progress toward an internal or external grant submission	No involvement in internally or externally funded grant activity
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Service and Outreach

Superior	Exceeds Expectations	Meets Expectations	Does not meet expectation	Unsatisfactory
<i>To reach any of the rating levels, the service activity for service/leadership roles, committee participation, and community must be equivalent to the criteria identified in any TWO categories.</i>				
A. Professional Service Criteria:				
Served in leadership role (i.e., officer or major committee chair) in a national or international professional organization	Committee or related service role at the regional and/or state level	Committee service in local professional organization	Infrequent service	No service activity
B. University, College, Department Service Criteria:				
Leadership position on a University or College committee or regular participation in three or more University, College, or Dept. committees	Regular participation on two College, or University committees or Leadership position on one Department committee	Regular Participation on one Department committee	Minimal participation in Department, College or University committee work	No involvement in committee activity
C. Community Service, Outreach, and Leadership Criteria:				
Three or more community presentations, workshops or Leadership role in a community organization	Two community presentations or workshops to community groups or Service role in two community organizations	One community presentation or workshop to a community group or Service role in a community organizations	No community presentations and Minimal involvement in community organizations	No community presentations and No involvement in community organizations

THE ABOVE EVALUATION RATING FOR **A**, **B** or **C** MAY BE INFLUENCED BY ANY OF THE FOLLOWING FACTORS:

- Outreach activity in behalf of the Department
- Nominee or recipient of award for service activities
- Extraordinary amount of time devoted to community service, outreach or leadership
- Activity has extraordinary importance
- Administrative duties assigned by Chair

Appendix B

October 2011

Ethnic Studies Policy for Special/Temporary Instructors

The Ethnic Studies Department relies upon Special/Temporary instructors (as defined in the Handbook for Adjunct and Faculty of the College of Liberal Arts) to deliver quality education for our degree programs. The Department supports and encourages the inclusion of Special/Temporary instructors and promotes equity and transparency in the process of hiring and retaining them. To provide them a voice, one Special/Temporary instructor will be internally elected by ballot to represent Special/Temporary instructors in the Department Council meetings and will be a voting member.

Each year hiring decisions are made and it is our intention to promote transparency in that process. A number of factors will be considered in prioritizing which Special/Temporary instructors will be hired to teach courses in the Department. The Chair shall consider the following qualifications in making hiring and retention decisions for Special/Temporary instructors.

- PhD/MA in Ethnic Studies or related discipline
- Graduate Students in the Department of Ethnic Studies MA Program
- Experience in teaching Ethnic Studies specific courses
- Conducting Ethnic Studies related research
- Longevity in teaching in the Department of Ethnic Studies with documentation of effective quality instruction
- Flexibility to teach MWF one semester and TR the following semester
- Collaboration or service work with marginal populations

In hiring, special consideration will be given to Special/Temporary instructors who are able to teach the required courses offered and:

- Graduate students in the Department of Ethnic Studies; or
- Have taught for five years or more with a proven record of quality teaching

Ethnic Studies graduate students may teach stand-alone courses in the Department of Ethnic Studies while they are enrolled as students. At this time they will be considered Special/Temporary instructors rather than GTAs. Ethnic Studies graduate students teaching as Special/ Temporary instructors are limited to teaching 2 courses until the completion of their degree. They will be given priority in teaching if there is financial need to the completion of their studies.

Those Special Instructors who have a demonstrated record of teaching ethnic studies courses in the Department, evidence quality instruction (ie: strong peer and student evaluations), exhibit flexibility in scheduling and are able to teach different courses in the existing curriculum will potentially be eligible for an extended term contract. All extended contracts are developed and approved by Department Chair. There will be a limited use of "extended term contracts" and the terms of the contract will be negotiated with eligible Special/ Temporary instructors and the Department Chair. Per the College of Liberal Arts, Special Instructors must have taught for 2 –years in the Department.