

The Attached Departmental Guidelines for the  
Department of

Physics

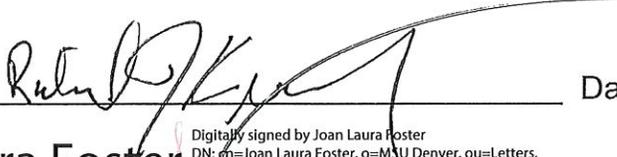
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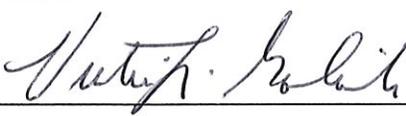
The Metropolitan State University of Denver  
are submitted for Approval for the Period

August 1, 2018 through July 31, 2019

**Approvals:**

Department Chair  Date 02/21/2018

Dean Joan Laura Foster Digitally signed by Joan Laura Foster  
DN: cn=Joan Laura Foster, o=MSU Denver, ou=Letters,  
Arts and Sciences, email=foster@msudenver.edu, c=US  
Date: 2018.03.13 18:35:31 -06'00' Date \_\_\_\_\_

VPAA  Date 5-1-18

# **The Metropolitan State University of Denver Department of Physics**

## **Criteria and Guidelines for Tenure**

Last Revised: December 2017

### **Departmental Role and Mission Statement**

Physics is fundamental to the study of natural phenomena, and the discoveries that physicists have made have had an immense impact on the world. Some knowledge of physics is an important component of being an educated person, and a deeper knowledge of physics is necessary for understanding other areas of study, e.g., engineering, aerospace science, and medical professions. MSUDenver's Physics Program contributes to the general education, academic major, and professional preparation missions of the college.

The Physics Program:

- offers coursework leading to either a B.S. or a B.A. in physics. Students preparing for work in industry or for graduate school are encouraged to earn a B.S. Students interested in teaching are encouraged to take a B.A. Experimental and computational options are offered for each degree.
- enables students to obtain a minor in physics.
- offers courses needed by students majoring in other areas such as engineering technology, chemistry, meteorology, and aerospace science.
- provides General Studies courses, including astronomy, for all MSUDenver students.
- prepares students for post-baccalaureate study in physics or in a profession, e.g., medicine, dentistry, engineering.

MSUDenver's Physics Program is offered in conjunction with the Physics Program at the University of Colorado at Denver. The single curriculum is taught jointly by the two faculties. Students can easily enroll in either institution's classes. The courses are not in the common pool; rather courses are listed in the class schedules as regular MSUDenver (CUDenver) classes even if the instructor is from the other institution.

## General Application of Guidelines for Achieving Tenure

- (1) In preparing for the tenure review the faculty member will need to document the degree of contribution for each of the criteria for the three categories (Teaching, Scholarly Activities, and Service) outlined below. Both qualitative and quantitative criteria will be considered.
- (2) Student Ratings of Instruction: All annual performance reviews shall include student ratings of instruction for all classes assigned using the approved Method (except for field experiences and internships as determined by the Department). Classes with five or more students must be evaluated using the approved student ratings instrument, and shall be administered at the end of the Fall and Spring semesters and tabulated by the University's Office of Institutional Research. Classes with fewer than five students may be evaluated according to Department Guidelines.
- (3) To clarify expectations, the College of Letters, Arts and Sciences has established a set of General Standards of Performance for all faculty members within the College. Compliance with CLAS General Standards is a prerequisite to a satisfactory performance rating on faculty evaluations. These standards are found at: <https://msudenver.edu/las/policies/faculty/>

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

The General Standards of Performance for the Faculty in the College of Letters, Arts and Sciences are:

- a. Timely performance of responsibilities and other responsibilities as specified in the faculty member's contract, the Handbook, and in accordance with the academic and procedural calendars including submission of grades by the deadline established by the Registrar.
- b. Adherence to accepted standards of professional conduct as established by the Handbook and AAUP.
- c. Faculty are expected to be available by email or phone during their contractual period which for full time faculty is August 1 through May 30th, excluding when the campus is closed.
- d. Faculty shall be responsible for the conduct of assigned classes and submitting grades by the University deadline; shall provide the chair with timely notice in the event that they cannot conduct a class (or classes); and, pursuant to written departmental policy,

shall arrange, when possible, for instruction to be provided when they cannot be present — either by a substitute or by class assignment.

- e. During the first week of class faculty shall present to all students attending class a syllabus containing the course description, their grading criteria, CLAS syllabus policies and special notices required by law or institutional policy.
- f. Faculty shall, as established by departmental policies, adopt such procedures as necessary to assure that adequate and accurate records of student performance are maintained.
- g. Full-time faculty shall establish, post, and keep a minimum of 5 office hours weekly during each academic term of the regular academic year.
- h. The normal teaching load for full-time faculty is 24 semester credit hours per academic year.
- i. In addition to teaching their classes, full-time faculty members shall prepare for classes, evaluate students' performance, confer with and advise students. Tenure-line faculty will participate in committee work, scholarly activities, service and other appropriate professional activities. Full-time faculty are expected to devote an average of at least 40 hours per week during the contract year to meeting their teaching and other obligations.
- j. Faculty shall keep syllabi and student records for all classes for one calendar year after the end of the semester in which the course was taught.
- k. Faculty shall respond to emails in a timely manner as established by their departmental policies.

**Specific Guidelines for the Awarding of Tenure:** Outlined below are specific criteria and standards for the evaluations of faculty performance.

# **I. EVALUATION STANDARDS FOR TEACHING**

Teaching is the act of creating and maintaining an environment which enhances the opportunities for student learning and discipline-related growth; it includes advising students to facilitate graduation and to transition to post baccalaureate careers or further educational opportunities.

Effective teachers display knowledge of their subject matters in the relevant learning environment (classroom, on-line, hybrid, field work, etc.), which typically includes the skills, competencies, and knowledge in a specific subject area in which the faculty member has received advanced experience, training, or education.

**GUIDELINE TO ACHIEVE TENURE:** In their narrative, the tenure candidate must explain their approach to teaching relating to the following aspects of teaching:

1. Design of courses and contribution to curriculum development;
2. Integration of scholarly activities and knowledge into teaching;
3. Use of technology to facilitate student learning; and
4. Use of assessment results to improve their courses when appropriate.
5. The faculty member also discusses student advising, linking it with their courses, scholarly activities and professional service, as appropriate.
6. The faculty member has SRI's (student review of instruction) using the approved method for all academic year classes with 5 or more students or when less than 5 students, they may be evaluated according to departmental guidelines.

The tenure candidate should reflect on their growth in teaching through the probationary period.

Given the typical full teaching load in the Physics Department, which often includes laboratory or computer intensive courses, it should be noted that teaching is the most highly valued and critical area of performance.

<p><b><u>Needs Improvement:</u> This rating simply means the faculty member has not accomplished the necessary activities to attain the “Meets Standards” rating.</b></p>	<p><b>NEEDS IMPROVEMENT – TEACHING</b></p> <p>During the tenure probationary period, the faculty member does not meet the criteria for “Meets Standards.” During the period leading up to tenure review, the faculty member has made minimum progress towards becoming an effective teacher.</p>
<p><b><u>Meets Standards:</u> This performance level demonstrates the minimum required accomplishments for a faculty member.</b></p>	<p><b>MEETS STANDARDS – TEACHING</b></p> <ol style="list-style-type: none"> <li>1. Each course is kept current through review of instructional resources and the regular addition of new materials, as appropriate. Narrative describes how courses are designed and delivered using multiple approaches to facilitate student learning. Expectations for student performance are clearly communicated in syllabi. For all sections taught, the tenure candidate has designed their course meeting departmental and university expectations. Faculty member contributes to evaluation and redesign of departmental curriculum.</li> <li>2. Faculty member uses professional expertise and ongoing scholarly activities to improve courses and enrich student learning.</li> <li>3. Faculty incorporates available and appropriate computer and laboratory technology into courses.</li> <li>4. Faculty demonstrates evidence of using course and program assessment results to improve courses. Assessment of general studies courses comply with departmental and university requirements.</li> <li>5. Faculty thoroughly and accurately advises students, using professional knowledge and contacts when possible. Writes reference letters for students seeking employment or admission to graduate school.</li> </ol>

	<p>6. Sri's are compared to same level courses (lower or upper division) within the prefix. Tenure candidate's SRI's are within one standard deviation of the prefix average for the same level course. If substantially below, the candidate shows a trend of improvement toward the prefix average for same level courses and the narrative addresses work toward improving student ratings of instruction.</p> <p>7. Faculty member meets the minimum Handbook requirement of five office hours per week.</p>
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## **2. EVALUATION STANDARDS FOR SCHOLARLY ACTIVITIES**

Scholarly and creative activities are disciplinary or interdisciplinary expressions or interpretations that develop ideas, frame questions, create new forms of representation, solve problems, or explore enduring questions.

**GUIDELINE TO ACHIEVE TENURE:** Tenure candidate must demonstrate in their portfolio narrative and annotated C.V. that they have made one or more contributions to their discipline. The candidate must also demonstrate that they have developed professionally during the probationary period. It should be noted that a typical full teaching load in the Physics department, which may include laboratory or computer intensive courses, leaves scholarly activities as a lesser weighted area of performance than teaching due to the heavy time commitment to teaching.

<p><b><u>Needs Improvement:</u> This rating simply means the faculty member has not accomplished the necessary activities to attain the “Meets Standards” rating.</b></p>	<p><b>NEEDS IMPROVEMENT – SCHOLARLY ACTIVITIES</b></p> <p>During the tenure probationary period, the faculty member does not meet the criteria for “Meets Standards.” During the period leading up to tenure review, the faculty member has made minimum progress towards a scholarly work or has not developed professionally.</p>
<p><b><u>Meets Standards:</u> This performance level demonstrates the minimum required accomplishments for a faculty member.</b></p>	<p><b>MEETS STANDARDS – SCHOLARLY ACTIVITIES</b></p> <p>Creative work and scholarly activity supports classroom instruction. The faculty member participates in ongoing scholarly activities that enhance the student learning environment.[f1]</p> <p>Examples may include but are not limited to:</p> <ul style="list-style-type: none"><li>• maintaining currency in physics and physics education research;</li><li>• using physics education research pedagogical methods in the classroom</li></ul>

- selecting appropriate assignments tied to physics research topics;
- developing research material to be used in classes.

Faculty member engages in development of professional knowledge.

Examples may include but are not limited to:

- publishing research results;
- developing computer applications, software, or videos for courses;
- collecting and gathering data for research and/or teaching purposes;
- attending local, national, or international disciplinary, specialized industry, or pedagogical conferences, meetings, workshops, or field training excursions, even if not presenting;
- attending certification or training classes that will result in additional opportunities to train students in the classroom;
- applying for internal or external funding for research, teaching, or equipment;
- supervising undergraduate research/projects;
- participating in consulting activities that enhance professional development and teaching;
- sharing examples, projects, class notes with others in the department.
- attending departmental or university workshops;

### **3. EVALUATION STANDARDS FOR SERVICE ACTIVITIES**

Faculty engage in service when they participate in the shared governance and good functioning of the institution; service to the institution can be at the program, department, college, or university level. Beyond the institution, faculty engage in service when they use their disciplinary and/or professional expertise and talents to contribute to the betterment of their multiple environments, such as regional communities, professional and disciplinary associations, nonprofit organizations, or government agencies.

**GUIDELINE TO ACHIEVE TENURE:** Tenure candidate must demonstrate in their narrative that they have participated in shared governance and other service at the university, or used their disciplinary/professional expertise to make a contribution to their professional organizations or the community outside of the university.

<p><b><u>Needs Improvement:</u> This rating simply means the faculty member has not accomplished the necessary activities to attain the “Meets Standards” rating.</b></p>	<p><b>NEEDS IMPROVEMENT -SERVICE</b></p> <p>During the tenure probationary period, the faculty member does not meet the criteria for “Meets Standards”. The faculty member has made minimum progress in the area of service to the Department, the College and/or the University, or the Outside Community.</p>
<p><b><u>Meets Standards:</u> This performance level demonstrates the minimum required accomplishments for a faculty member.</b></p>	<p><b>MEETS STANDARDS - SERVICE</b></p> <p>During the tenure probationary period, the faculty member demonstrates he or she has made significant contributions in shared governance and other service to the Department, College and/or University or within their disciplinary organization(s) or contributions using their disciplinary expertise to the community outside of the University. While these contributions often take the form of significant committee work, they may also include such activities as maintaining departmental laboratories and equipment.</p> <p>Examples of service activities that meet standards may include, but are not limited to, the following:</p>

	<ul style="list-style-type: none"><li>• Participating in Departmental committees of shared governance;</li><li>• Participating in College, University or Campus wide committees;</li><li>• Maintaining and/or enhancing teaching or research facilities for the Department, College and/or University;</li><li>• Membership in advisory boards of professional journals;</li><li>• Membership in special committees of professional organizations;</li><li>• Occasional reviewer for a national research grant funding institution;</li><li>• Occasional reviewer of submissions to professional journals;</li><li>• Membership in local, statewide or national community organizations that relate to field of expertise.</li></ul>
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# **The Metropolitan State University of Denver Department of Physics**

## **Criteria and Guidelines for Promotion**

Last Revised: December 12, 2017

### **Departmental Role and Mission Statement**

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The Physics Program:

- offers coursework leading to either a B.S. or a B.A. in physics. Students preparing for work in industry or for graduate school are encouraged to earn a B.S. Students interested in teaching are encouraged to take a B.A. Experimental and computational options are offered for each degree.
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## General Application of Guidelines for Promotion

- (1) In preparing for promotion review the faculty member will need to document the degree of contribution for each of the criteria for the three categories (Teaching, Scholarly Activities, and Service) outlined below. Both qualitative and quantitative criteria will be considered.
- (2) Student Ratings of Instruction: All annual performance reviews shall include student ratings of instruction for all classes assigned using the approved “Method” (except for field experiences and internships as determined by the Department). Classes with five or more students must be evaluated using the approved student ratings instrument, and shall be administered at the end of the Fall and Spring semesters and tabulated by the University’s Office of Institutional Research. Classes with fewer than five students may be evaluated according to Department Guidelines.
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The promotion candidate should reflect on their development in teaching through the review period.

Given the typical full teaching load in the Physics Department, which often includes laboratory or computer intensive courses, it should be noted that teaching is the most highly valued and critical area of performance.

<p><b><u>Needs Improvement:</u> This rating simply means the faculty member has not accomplished the necessary activities to attain the “Meets Standards” rating.</b></p>	<p><b>NEEDS IMPROVEMENT – TEACHING</b></p> <p>During the promotion review period, the faculty member does not meet the criteria for “Meets Standards.” During the period leading up to promotion review, the faculty member has made minimum progress towards becoming an effective teacher.</p>
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- selecting appropriate assignments tied to physics research topics;
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Faculty member engages in development of professional knowledge.

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# **The Metropolitan State University of Denver Department of Physics Criteria and Guidelines for Post Tenure Review**

Last Revised: December 2017

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## General Application of Guidelines for Post Tenure Review

- (1) In preparing for the post tenure review the faculty member will need to document the degree of contribution for each of the criteria for the three categories (Teaching, Scholarly Activities, and Service) outlined below. Both qualitative and quantitative criteria will be considered.
- (2) Student Ratings of Instruction: All annual performance reviews shall include student ratings of instruction for all classes assigned. Classes with five or more students must be evaluated using the approved student ratings instrument, and shall be administered at the end of the Fall and Spring semesters and tabulated by the College's Office of Institutional Research. Classes with fewer than five students may be evaluated according to Department Guidelines.
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- b. Adherence to accepted standards of professional conduct as established by the Handbook and AAUP.
- c. Faculty are expected to be available by email or phone during their contractual period which for full time faculty is August 1 through May 30th, excluding when the campus is closed.
- d. Faculty shall be responsible for the conduct of assigned classes and submitting grades by the University deadline; shall provide the chair with timely notice in the event that they cannot conduct a class (or classes); and, pursuant to written departmental

- policy, shall arrange, when possible, for instruction to be provided when they cannot be present — either by a substitute or by class assignment.
- e. During the first week of class faculty shall present to all students attending class a syllabus containing the course description, their grading criteria, CLAS syllabus policies and special notices required by law or institutional policy.
  - f. Faculty shall, as established by departmental policies, adopt such procedures as necessary to assure that adequate and accurate records of student performance are maintained.
  - g. Full-time faculty shall establish, post, and keep a minimum of 5 office hours weekly during each academic term of the regular academic year.
  - h. The normal teaching load for full-time faculty is 24 semester credit hours per academic year.
  - i. In addition to teaching their classes, full-time faculty members shall prepare for classes, evaluate students' performance, confer with and advise students. Tenure-line faculty will participate in committee work, scholarly activities, service and other appropriate professional activities. Full-time faculty are expected to devote an average of at least 40 hours per week during the contract year to meeting their teaching and other obligations.
  - j. Faculty shall keep syllabi and student records for all classes for one calendar year after the end of the semester in which the course was taught.
  - k. Faculty shall respond to emails in a timely manner as established by their departmental policies.

**Specific Guidelines for the Post Tenure Review:** Outlined below are specific criteria and standards for the evaluations of faculty performance.

# **I. EVALUATION STANDARDS FOR TEACHING**

Teaching is the act of creating and maintaining an environment which enhances the opportunities for student learning and discipline-related growth; it includes advising students to facilitate graduation and to transition to post baccalaureate careers or further educational opportunities.

Effective teachers display knowledge of their subject matters in the relevant learning environment (classroom, on-line, hybrid, field work, etc.), which typically includes the skills, competencies, and knowledge in a specific subject area in which the faculty member has received advanced experience, training, or education.

**GUIDELINE TO POST TENURE REVIEW:** In their narrative, the post tenure review candidate must explain their approach to teaching relating to the following aspects of teaching:

1. Design of courses and contribution to curriculum development;
2. Integration of scholarly activities and knowledge into teaching;
3. Use of technology to facilitate student learning; and
4. Use of assessment results to improve their courses when appropriate.
5. The faculty member also discusses student advising, linking it with their courses, scholarly activities and professional service, as appropriate.
6. The faculty member has SRI's (student review of instruction) using the approved method for all academic year classes with 5 or more students or when less than 5 students, they are evaluated according to departmental guidelines.

The post tenure review candidate should reflect on their growth in teaching through the post tenure review period.

Given the typical full teaching load in the Physics Department, which often includes laboratory or computer intensive courses, it should be noted that teaching is the most highly valued and critical area of performance.

<p><b><u>Needs Improvement:</u> This rating simply means the faculty member has not accomplished the necessary activities to attain the “Meets Standards” rating.</b></p>	<p><b>NEEDS IMPROVEMENT – TEACHING</b></p> <p>During the post-tenure review period, the faculty member does not meet the criteria for “Meets Standards.”</p>
<p><b><u>Meets Standards:</u> This performance level demonstrates the minimum required accomplishments for a faculty member.</b></p>	<p><b>MEETS STANDARDS – TEACHING</b></p> <ol style="list-style-type: none"> <li>1. Each course is kept current through review of instructional resources and the regular addition of new materials, as appropriate. Narrative describes how courses are designed and delivered using multiple approaches to facilitate student learning. Expectations for student performance are clearly communicated in syllabi. For all sections taught, the post tenure review candidate has designed their course meeting departmental expectations. Faculty member contributes to evaluation and redesign of departmental curriculum.</li> <li>2. Faculty member uses professional expertise and ongoing scholarly activities to improve courses and enrich student learning.</li> <li>3. Faculty incorporates available and appropriate computer and laboratory technology into courses.</li> <li>4. Faculty demonstrates evidence of using course and program assessment results to improve courses. Assessment of general studies courses comply with departmental and college requirements.</li> <li>5. Faculty thoroughly and accurately advises students, using professional knowledge and contacts when possible. Writes reference letters for students seeking employment or admission to graduate school.</li> </ol>

	<ol style="list-style-type: none"><li data-bbox="646 256 1852 457">6. SRI's are compared to same level courses (lower or upper division) within the prefix. Post tenure review candidate's SRI's are within one standard deviation of the prefix average for the same level course. If substantially below, the candidate shows a trend of improvement toward the prefix average for same level courses and the narrative addresses work toward improving student ratings of instruction.</li><li data-bbox="646 506 1852 539">7. Faculty member meets the minimum Handbook requirement of five office hours per week.</li></ol>
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## **2. EVALUATION STANDARDS FOR SCHOLARLY ACTIVITIES**

Scholarly and creative activities are disciplinary or interdisciplinary expressions or interpretations that develop ideas, frame questions, create new forms of representation, solve problems, or explore enduring questions.

**GUIDELINE TO POST TENURE REVIEW:** Post tenure review candidates must demonstrate in their portfolio narrative and annotated C.V. that they have made one or more contributions to their discipline. The candidate must also demonstrate that they have developed professionally during the post tenure review period. It should be noted that a typical full teaching load in the Physics department, which may include laboratory or computer intensive courses, leaves scholarly activities as a lesser weighted area of performance than teaching due to the heavy time commitment to teaching.

<p><b><u>Needs Improvement:</u> This rating simply means the faculty member has not accomplished the necessary activities to attain the “Meets Standards” rating.</b></p>	<p><b>NEEDS IMPROVEMENT – SCHOLARLY ACTIVITIES</b></p> <p>During the post-tenure review period, the faculty member does not meet the criteria for “Meets Standards.”</p>
<p><b><u>Meets Standards:</u> This performance level demonstrates the minimum required accomplishments for a faculty member.</b></p>	<p><b>MEETS STANDARDS – SCHOLARLY ACTIVITIES</b></p> <p>Creative work and scholarly activity supports classroom instruction. The faculty member participates in ongoing scholarly activities that enhance the student learning environment.</p> <p>Examples may include but are not limited to:</p> <ul style="list-style-type: none"> <li>• maintaining currency in physics and physics education research;</li> <li>• using physics education research pedagogical methods in the classroom</li> <li>• selecting appropriate assignments tied to physics research topics;</li> <li>• developing research or pedagogical material to be used in classes.</li> </ul>

	<p>Faculty member engages in development of professional knowledge.</p> <p>Examples may include but are not limited to:</p> <ul style="list-style-type: none"><li>• publishing research results</li><li>• developing computer applications, software, or videos for courses;</li><li>• collecting and gathering data for research and/or teaching purposes;</li><li>• attending local, national, or international disciplinary, specialized industry, or pedagogical conferences, meetings, workshops, or field training excursions, even if not presenting;</li><li>• attending certification or training classes that will result in additional opportunities to train students in the classroom;</li><li>• applying for internal or external funding for research, teaching, or equipment;</li><li>• supervising undergraduate research/projects;</li><li>• participating in consulting activities that enhance professional development and teaching;</li><li>• sharing examples, projects, class notes with others in the department.</li><li>• attending departmental or college workshops.</li></ul>
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### **3. EVALUATION STANDARDS FOR SERVICE ACTIVITIES**

Faculty engage in service when they participate in the shared governance and good functioning of the institution; service to the institution can be at the program, department, college, or university level. Beyond the institution, faculty may engage in service when they use their disciplinary and/or professional expertise and talents to contribute to the betterment of their multiple environments, such as regional communities, professional and disciplinary associations, nonprofit organizations, or government agencies.

**GUIDELINE TO POST TENURE REVIEW:** Post tenure review candidates must demonstrate in their narrative that they have participated in shared governance and other service at the college, and used their disciplinary or professional expertise to make a contribution to their professional organizations or the community outside of the college.

<p><b><u>Needs Improvement:</u> This rating simply means the faculty member has not accomplished the necessary activities to attain the “Meets Standards” rating.</b></p>	<p><b>NEEDS IMPROVEMENT – SERVICE</b></p> <p>During the post-tenure review period, the faculty member does not meet the criteria for “Meets Standards.”</p>
<p><b><u>Meets Standards:</u> This performance level demonstrates the minimum required accomplishments for a faculty member.</b></p>	<p><b>MEETS STANDARDS – SERVICE</b></p> <p>During the post tenure review period, the faculty member demonstrates he or she has made significant contributions in shared governance and other service to the Department, College and/or University and within their disciplinary organization(s) or contributions using their disciplinary expertise to the community outside of the University. While these contributions often take the form of significant committee work, they may also include such activities as maintaining departmental laboratories and equipment.</p> <p>Examples of service activities that meet standards might include, but are not limited to, the following:</p>

	<ul style="list-style-type: none"><li>• Participating in Departmental committees of shared governance;</li><li>• Participating in College/University or Campus wide committees;</li><li>• Maintaining and/or enhancing teaching or research facilities for the Department, College and/or University;</li><li>• Membership in advisory boards of professional journals;</li><li>• Membership in special committees of professional organizations;</li><li>• Occasional reviewer for a national research grant funding institution;</li><li>• Occasional reviewer of submissions to professional journals;</li><li>• Membership in local, statewide or national community organizations that relate to field of expertise.</li></ul>
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## DEPARTMENT OF PHYSICS

### EVALUATION STANDARDS FOR CATEGORY II & CATEGORY III (Affiliate) FACULTY

**INTRODUCTION:** Category II and Category III (Affiliate) faculty are subject to the norms and expectations of academic freedom befitting an institution of higher education. Furthermore, they serve as contingent faculty appointed for defined terms. Category II faculty are hired most often to teach full-time under contracts of a duration between one and three years; Affiliate faculty are hired to teach on a per-credit-hour basis for specific classes as needed, usually on a semester-by-semester basis. Category II and Affiliate faculty are eligible for reappointment at the discretion of the Department Chairman and Dean, respectively. Decisions to reappoint are based upon the needs of the department of program and, also, take into consideration the candidate's qualifications and performance. Performance evaluation, therefore, is done in part to support reappointments decisions and in part to foster improvement among both Category II and Affiliate faculty members.

To clarify expectations, the College of Letters, Arts and Sciences has established a set of General Standards of Performance for all faculty members within the College. Compliance with CLAS General Standards is a prerequisite to a satisfactory performance rating on faculty evaluations. These standards are found at: <https://msudenver.edu/las/policies/faculty/>

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

#### **THE GENERAL STANDARDS OF PERFORMANCE**

The General Standards of Performance for the Faculty in the College of Letters, Arts and Sciences are:

- a. Timely performance of responsibilities and other responsibilities as specified in the faculty member's contract, the Handbook, and in accordance with the academic and procedural calendars including submission of grades by the deadline established by the Registrar.
- b. Adherence to accepted standards of professional conduct as established by the Handbook and AAUP.

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

### **EVALUATION STANDARDS FOR TEACHING**

Teaching is the act of creating and maintaining an environment that enhances the opportunities for student learning and discipline-related growth; it includes advising students to facilitate graduation and to transition to post baccalaureate careers or further educational opportunities.

Effective teachers display knowledge of their subject matter in the relevant learning environment (classroom, on-line, hybrid, field work, etc.), which typically includes the skills, competencies, and knowledge in a specific subject are

## **CATEGORY II:**

### **GUIDELINES FOR REAPPOINTMEN:**

In their one page narrative, the faculty member must explain how they have met expectations for assigned duties and responsibilities. It should present a statement that highlights accomplishments, indicates plans for the future, and presents their best case for continuance in the position. The candidate should briefly describe their approach to teaching, including how they do it: 1. Update their course integrating current knowledge into their teaching, 2. Design their courses, 3. Deliver material to facilitate student learning, and 4. Use assessment results to improve their courses. The faculty member enables the use of Student Ratings of Instruction (SRIs) using the approved method per the Handbook for Professional Personnel. A single summative assessment by the Department Chairman is required for their first year of service as a Category II faculty.

<p><b><u>Needs Improvement:</u></b>  <b>This rating simply means the faculty member has not accomplished the necessary activities to attain the “Meets Standards” rating.</b></p>	<p><b>NEEDS IMPROVEMENT – TEACHING</b></p> <p>During the review period, the faculty member does not meet the criteria for “Meets Standards.”</p>
<p><b><u>Meets Standards:</u></b> This performance level demonstrates the minimum required accomplishments for a CAT II faculty member.</p>	<p><b>MEETS STANDARDS – TEACHING</b></p> <ol style="list-style-type: none"> <li>1. Each course is kept current through review of instructional resources and the regular addition of new materials, as appropriate. Narrative briefly describes how courses are designed and delivered using multiple approaches to facilitate student learning. Expectations for student performance are clearly communicated in syllabi. For all sections taught, the CAT II faculty has designed their course meeting departmental expectations. Faculty member may contribute to evaluation and redesign of departmental curriculum.</li> <li>2. Faculty member uses professional expertise and ongoing scholarly activities to improve courses and enrich student learning.</li> <li>3. Faculty incorporates available and appropriate computer and laboratory technology into courses.</li> <li>4. Faculty demonstrates evidence of using course and program assessment results to improve courses. Assessment of general studies courses comply with departmental and college requirements.</li> <li>5. Faculty thoroughly and accurately advises students, using professional knowledge and contacts when possible. Writes reference letters for students seeking employment or admission to graduate school.</li> <li>6. SRI’s are compared to same level courses (lower or upper division) within the prefix. CAT II SRI’s are within one standard deviation of the prefix average for the same level course. If substantially below, the CAT II faculty shows a trend of improvement toward the prefix average for same level courses and the narrative addresses work toward improving student ratings of instruction.</li> <li>7. Faculty member meets the minimum Handbook requirement of five office hours per week.</li> </ol>

## **CATEGORY II:**

### **GUIDELINES FOR PROMOTION TO SENIOR LECTURER:**

The Lecturer must satisfy the conditions for promotion to Senior Lecturer established in Chapter VI of the *Handbook for Professional Personnel* and have annual evaluation ratings of “meets standards” for the most recent three years of service. The candidate should briefly describe their approach to teaching, including how they how they: 1. Update their course integrating current knowledge into their teaching, 2. Design their courses, 3. Deliver material to facilitate student learning, and 4. Use assessment results to improve their courses. The faculty member enables the use of Student Ratings of Instruction (SRIs) using the approved method per the Handbook for Professional Personnel.

<b>Criteria for Promotion to Senior Lecturer may include but are not limited to:</b>
1. The candidate has kept current through review of instructional resources and the regular addition of new materials, as appropriate.
2. Application narrative briefly describes how courses are designed and delivered, using multiple approaches to facilitate student learning.
3. Expectations for student performance have been clearly communicated in previous syllabi.
4. For previous sections taught, the CAT II faculty has designed their course meeting departmental expectations.
5. Faculty member contributes to evaluation and redesign of departmental curriculum.
6. Faculty member uses professional expertise and ongoing scholarly activities to improve courses and enrich student learning.
7. Faculty has incorporated available and appropriate computer and laboratory technology into previous courses.
8. Faculty has demonstrated evidence of using course and program assessment results to improve courses. Assessment of general studies courses comply with departmental and college requirements.
9. SRI's may be compared to same level courses (lower or upper division) within the prefix. CAT II SRI's are within one standard deviation of the prefix average for the same level course. If substantially below, the CAT II faculty shows a trend of improvement toward the prefix average for same level courses.
10. Faculty member meets the minimum Handbook requirement of five office hours per week.

**CATEGORY III (Affiliate) FACULTY:**

**GUIDELINES FOR REAPPOINTMENT:** Affiliate faculty members are reappointed at the discretion of the department chairman. Courses follow the official course syllabus as appropriate. The affiliate faculty member adheres to departmental and university policies including ADA accommodations and submission of final grades. Expectations for student performance are clearly communicated in syllabi. Syllabi for all courses will be provided to the department chairman. For general studies courses. The faculty member enables the use of Student Ratings of Instruction (SRIs) using the approved method per the Handbook for Professional Personnel.

<p><b><u>Needs Improvement:</u></b> <b>This rating simply means the faculty member has not performed the necessary activities to attain the “Meets Standards” rating.</b></p>	<p><b>NEEDS IMPROVEMENT – TEACHING</b></p> <p>During the review period, the faculty member does not meet the criteria for “Meets Standards.”</p>
<p><b><u>Meets Standards:</u></b> This performance level demonstrates the minimum required expectations for an affiliate faculty member.</p>	<p><b>MEETS STANDARDS – TEACHING</b></p> <ol style="list-style-type: none"><li>1. Each course is kept current through the regular addition of new materials, as appropriate. Expectations for student performance are clearly communicated in syllabi. For all sections taught, the Affiliate faculty has delivered their course meeting departmental expectations.</li><li>2. The Affiliate faculty member uses their professional expertise to improve courses and enrich student learning.</li><li>3. The Affiliate faculty member incorporates available and appropriate computer and/or laboratory technology into courses.</li><li>4. Assessment of general studies courses comply with departmental and university requirements.</li><li>5. SRI’s are compared to same level courses (lower or upper division) within the prefix. Affiliate member SRI’s are within one standard deviation of the prefix average for the same level course. If substantially below, the affiliate member faculty shows a trend of improvement toward the prefix average for same level courses.</li></ol>

## **CRITERIA FOR EMERITUS STATUS OF FACULTY IN THE DEPARTMENT OF PHYSICS**

According to MSU Denver's *Handbook for Professional Personnel*, "All faculty who have completed ten years or more of full-time service at the University shall be eligible at the time of their retirement for an emeritus title equivalent to their highest professional rank. Faculty who participate in the transitional retirement program or who continue to teach full-time at the University after retirement are considered to be members of the faculty and therefore are not eligible for emeritus status" (pg. 36). A department chair or any faculty member of the department may nominate faculty for emeritus status.

In addition to these basic requirements of the University, Emeritus Status in the Physics Department requires the following.

- Have; 1) a history that is commensurate with the Department's minimum standard for teaching, and 2) a record of participation in student advising/assessment and other student involvement/support.
- Have a record of service to the Department, College, and/or University, as well as service to the community and the profession.

Once a person is nominated, the Department Chair will substantiate that the nominee has satisfied the requirements above. The nomination must then be endorsed by the majority of the full-time faculty members of the department and by the Dean of the College of Letters, Arts, and Sciences, who then will forward the recommendation to the Provost. If the Provost agrees with the nomination, he or she will forward the nomination to the President of the University. If the President concurs, he or she will forward the nomination to the Board of Trustees for final approval.

The benefits for an Emeritus Faculty member are outlined in the *Handbook for Professional Personnel*.