

The Attached Departmental Evaluation Guidelines for the Department of

BIOLOGY

at

The Metropolitan State University of Denver

are submitted for Approval

Faculty Vote, September 26, 2014: 18 For 0 Against 0 Abstain

Faculty Vote, October 2, 2015: 18 For 0 Against 0 Abstain

Approvals:

Department Chair  Date September 26, 2014

Dean _____ Date _____

VPAA _____ Date _____

BIOLOGY EVALUATION GUIDELINES FOR TENURE AND PROMOTION TO ASSOCIATE PROFESSOR

TENURE CANDIDATES SHOULD WRITE A NARRATIVE THAT CLEARLY EXPLAINS THEIR ROLE AS A FACULTY MEMBER. ALTHOUGH LISTED AS THREE SEPARATE AREAS OF EVALUATION, TEACHING, SCHOLARLY ACTIVITIES AND SERVICE OFTEN INTERACT AND INTEGRATE WITHIN A FACULTY MEMBER'S RESPONSIBILITIES. WHEN POSSIBLE, THIS INTERPLAY SHOULD BE DISCUSSED IN THE PORTFOLIO NARRATIVE ALONG WITH HOW THE FACULTY MEMBER HAS GROWN THROUGH THEIR PROBATIONARY PERIOD.

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, TENURE CANDIDATES MUST EXPLAIN THEIR APPROACH TO TEACHING FROM AMONG THE FOLLOWING ASPECTS OF TEACHING: HOW THEY 1. INTEGRATE THEIR SCHOLARLY ACTIVITIES AND 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 ALSO DISCUSSES STUDENT ADVISING, LINKING IT WITH THEIR COURSES, SCHOLARLY ACTIVITIES AND PROFESSIONAL SERVICE, AS APPROPRIATE. TENURE CANDIDATES SHOULD REFLECT ON THEIR GROWTH IN TEACHING THROUGH THE PROBATIONARY PERIOD. THE FACULTY MEMBER HAS SRI'S USING THE APPROVED FORM FOR ALL ACADEMIC YEAR CLASSES WITH 5 OR MORE STUDENTS. A SINGLE SUMMATIVE PEER OBSERVATION IS ALSO REQUIRED FOR EVALUATION FOR TENURE.

Needs Improvement: This rating simply means the faculty member has not accomplished all of the necessary activities to

The tenure candidate does not perform at the level of "Meets Standards" for teaching as described below.

<p>attain the “Meets Standards” rating.</p>	
<p><u>Meets Standards:</u> This performance level demonstrates the minimum required accomplishments for a faculty member.</p>	<p>MEETS STANDARDS: COURSES ARE KEPT CURRENT, DESIGNED TO FACILITATE STUDENT LEARNING, ALIGNED WITH OFFICIAL COURSE SYLLABI, AND EXPECTATIONS FOR STUDENT PERFORMANCE ARE CLEARLY COMMUNICATED. SRI’s ARE GENERALLY AT OR ABOVE 4.25. BIOLOGY PEER EVALUATIONS “MEET STANDARDS” AND PORTFOLIO INCLUDES ONE SUMMATIVE PEER OBSERVATION. FACULTY MEMBER KEEPS SCHEDULED OFFICE HOURS AND PROVIDES ACCURATE ACADEMIC ADVISING TO STUDENTS.</p> <p>Specific examples of “Meets Standards” in teaching for the tenure candidate:</p> <p>1- Courses are kept current and new materials are added to courses, such as adoption of a new textbook, the preparation of new study guides, bibliography/reading lists for classes, or the development or substantial revisions to other handouts, demonstrations, laboratory activities or web sites; AND</p> <p>2-Multiple approaches are used for students with different learning styles and special needs through the use of multimedia, the Access Center, and one-on-one meetings with students; AND</p> <p>3- Provides students with timely qualitative and quantitative feedback to help the students master the material through creating assignment rubrics, specific and detailed learning objectives, clearly communicated expectations and assessment information in the course syllabi, and using assessments that require critical thinking/problem-solving skills on the part of the student; AND</p> <p>4-Continued course improvement through either self-study, scholarly activities, or based on assessment results and student feedback; AND</p> <p>5- SRI’s for “instructor’s contribution to the course” are generally (80% of sections) at or above 4.25. If below, the candidate has shown a trend of improvement and the narrative addresses</p>

work toward increasing SRI's through shifting instructional content and/or design and/or delivery and incorporating feedback from student commentary; AND

6-Probationary faculty members will have at least two of their courses evaluated by peer observers each semester (excluding summer) for the first two years. Then they will have at least one course evaluated each semester for the remainder of the probationary period. Peer observers will be tenured biology faculty members chosen by the Department Chair (one will be the chair for the first two years) in consultation with the faculty member. Evaluations will be both summative and formative. For tenure and promotion probationary faculty members are expected to have a sustained record of peer evaluations that "meet standards". Probationary faculty members are expected to have responded to any concerns and to have demonstrated improvement in areas that were identified as needing improvement; AND

7-Develops or revises curriculum by one or more of these activities: designing or substantially modifying laboratory exercises or course materials, designing or using new instructional equipment or methods, developing a new course (not previously taught) in the department, developing a new delivery format for a course (e.g. online), creating and offering an independent study, internship, or other individualized course, substantially modifying or redesigning an existing course, developing program modifications (e.g. curriculum modification forms for Biology program changes), developing a web site specifically for a course; AND

8- Advises students in the Biology major and minor as well as professional specialized areas for biology students (e.g. pre-health care careers and graduate programs), is available for advising through e-mail, telephone and in-person meetings during office hours, provides up-to-date and accurate advising information and/or actively seeks out answers to unknown advising issues or refers the student to the appropriate office/person, accurately interprets CAPP reports, and maintains records of advising sessions (e.g. in BRM); AND

	<p>9-If the tenure-candidate teaches General Studies courses, he/she designs and teaches his/her courses in accordance with the official course syllabus, meeting departmental and university expectations including the writing and student learning outcome expectations. Additionally, assessment activities must comply with departmental and university requirements.</p>
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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 puzzles.

GUIDELINE TO ACHIEVE TENURE: TENURE CANDIDATE MUST DEMONSTRATE IN THEIR NARRATIVE AND ANOTATED RESUME THAT THEY HAVE MADE ONE OR MORE MAJOR CONTRIBUTIONS TO THEIR DISCIPLINE THAT HAVE BEEN PEER REVIEWED OR ACCEPTED BY A JURY.

<p><u>Needs Improvement:</u> This rating simply means the faculty member has not accomplished all of the necessary activities to attain the “Meets Standards” rating.</p>	<p>Minimum requirements and/or Standards have not been met.</p> <p>NEEDS IMPROVEMENT:</p> <p>The tenure candidate does not satisfy the minimum performance described by one of the examples listed as 1-5 AND one of the examples listed as 6-11 in “Meets Standards” for scholarly activity below.</p>
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<p><u>Meets Standards:</u> This performance level demonstrates the minimum required accomplishments for a faculty member.</p>	<p>MEETS STANDARDS: DURING THEIR PROBATIONARY PERIOD THE TENURE CANDIDATE HAS HAD A PEER-REVIEWED DISCIPLINARY OR PEDAGOGICAL OR CREATIVE WORK ACCEPTED IN A PUBLICATION OR THE DISCIPLINARY EQUIVALENT. ADDITIONALLY, THEY HAVE HAD MULTIPLE PRESENTATIONS OF THEIR SCHOLARLY OR CREATIVE WORKS ACCEPTED AFTER REVIEW FOR PRESENTATION AT PROFESSIONAL MEETINGS. OTHER POSSIBLE ACTIVITIES WOULD INCLUDE WRITING GRANTS TO OUTSIDE AGENCIES, UPGRADING THEIR EDUCATION, CERTIFICATION OR LICENSES RELATIVE TO THEIR WORK ASSIGNMENTS.</p> <p>Specific examples of “Meets Standards” in scholarly activities for the tenure candidate:</p> <p>1-One or more peer-reviewed disciplinary works accepted in a publication or broadcast; OR</p> <p>2-One or more peer-reviewed pedagogical works accepted in a publication; OR</p> <p>3-Writing and publishing a textbook chapter, textbook, or a discipline-related book that is reviewed by peers and/or editors; OR</p> <p>4-Writing and publishing several items of ancillary textbook/lab manual materials (test bank, solutions manual, software, illustrations) through a recognized commercial publishing company that are reviewed by peers and/or editors; OR</p> <p>5-Evidence of active scientific research, especially research involving students, that results in peer-reviewed abstracts for oral/poster presentations at professional conferences</p> <p>AND</p> <p>6- Multiple presentations of their scholarly or creative works accepted for presentation at local (e.g. MSU Denver Undergraduate Research Conference), regional, national, or international conferences; OR</p> <p>7-Writing grants to outside agencies; OR</p>
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	<p>8- Significant upgrading of their education through post-graduate training – either private or academic; OR</p> <p>9-Obtaining a new degree, licensure or specialty certification or skill related to his/her professional expertise and teaching assignments; OR</p> <p>10-Significant consultation in candidate’s professional area to educational or professional groups or for the federal government or other local, regional, national or international level organizations ; OR</p> <p>11– Invited presentations/seminars/publications of scholarly work</p>
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SERVICE

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 AT THE UNIVERSITY, AND USED THEIR DISCIPLINARY OR PROFESSIONAL EXPERTISE TO MAKE AN UNPAID CONTRIBUTION TO THEIR PROFESSIONAL ORGANIZATIONS OR THE COMMUNITY OUTSIDE OF THE COLLEGE.

<p><u>Needs Improvement:</u> This rating simply means the faculty member has not accomplished all of the necessary activities to attain the “Meets Standards” rating.</p>	<p>Minimum requirements and/or Standards for Service have not been met.</p> <p>The tenure candidate does not provide the minimum amount of service that is described in “Meets Standards” in service below.</p>
<p><u>Meets Standards:</u> This performance level demonstrates the minimum required accomplishments for a faculty member.</p>	<p>MEETS STANDARDS: THE TENURE CANDIDATE MUST DEMONSTRATE SIGNIFICANT CONTRIBUTIONS TO SHARED GOVERNANCE IN THE DEPARTMENT, COLLEGE OR UNIVERSITY OR WITHIN THEIR DISCIPLINARY ORGANIZATION OR CONTRIBUTIONS USING THEIR DISCIPLINARY EXPERTISE TO THE COMMUNITY OUTSIDE OF THE UNIVERSITY. These contributions often, but not exclusively, take the form of significant committee work.</p> <p>Specific examples of “Meets Standards” in service activities for the tenure candidate:</p> <p>Actively and regularly contributes to ongoing department, college or university-level committees through which a significant amount of time and effort are spent in shared governance, and conducts peer observations of affiliate faculty members.</p>

	<p>AND</p> <p>1-Holds a leadership position on a significant and ongoing committee or serves as a coordinator or director of a special project at the department or other level; OR</p> <p>2-Actively serves as a faculty supervisor to an ongoing student group requiring continued guidance; OR</p> <p>3-Mentors new faculty (full time or part time) who are teaching a new course for the first time and require a heavy time commitment; OR</p> <p>4-Serves on the Faculty Senate and Faculty Senate committees; OR</p> <p>5-Takes leadership in a special project benefiting the department, college, university, or professional community such as writing narratives for program review, coordinating ordering or moving, coordinating and overseeing several labs, ongoing training and supervising several work study students or teaching assistants; OR</p> <p>6- providing ongoing public relations efforts on behalf of the university; OR</p> <p>7-taking over classes for colleagues for a significant period of time; OR</p> <p>8-Actively and regularly contributes unpaid service to the community and/or professional organizations that bring recognition to Metropolitan State University of Denver or the faculty member’s professional discipline through pro bono consultations, serving as a community or professional organization board member, organizing a professional conference, participating in ongoing K-12 activities, or presenting seminars for community or civic groups.</p>
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BIOLOGY DEPARTMENT PROMOTION to PROFESSOR GUIDELINES

ALL FACULTY MUST MEET THE CONTRACTUAL RESPONSIBILITIES DEFINED IN THE *HANDBOOK* AND ADHERE TO ALL POLICIES AND PROCEDURES SET FORTH IN THE *HANDBOOK* AS A PREREQUISITE TO SUCCESSFUL PROMOTION. ADDITIONALLY FACULTY MUST HAVE MET THE MINIMUM TIME-IN-RANK TO BE ELIGIBLE FOR PROMOTION TO A HIGHER RANK, REGARDLESS OF DISCIPLINE WHICH IS A MINIMUM OF FOUR YEARS IN RANK AS ASSOCIATE PROFESSOR AT A REGIONALLY ACCREDITED BACCALAUREATE-GRANTING INSTITUTION OF HIGHER EDUCATION, TWO OF WHICH MUST HAVE BEEN AT MSU DENVER. IN DETERMINING YEARS IN RANK, THE CURRENT YEAR (YEAR IN PROGRESS) DURING WHICH APPLICATION FOR PROMOTION IS MADE IS COUNTED AS A YEAR OF SERVICE TOWARD THE REQUIREMENT FOR TIME IN RANK.

FOR PROMOTION TO PROFESSOR, THERE IS AN EXPECTATION FOR A RECORD OF SIGNIFICANT ACCOMPLISHMENT IN ALL THREE AREAS: TEACHING, SCHOLARLY ACTIVITY, AND SERVICE.

TEACHING

COURSES ARE KEPT CURRENT, DESIGNED TO FACILITATE STUDENT LEARNING, ALIGNED WITH OFFICIAL COURSE SYLLABI, AND HOW EXPECTATIONS FOR STUDENT PERFORMANCE ARE CLEARLY COMMUNICATED. SRI'S ARE GENERALLY AT OR ABOVE 4.25. BIOLOGY PEER EVALUATIONS "MEET STANDARDS" AND PORTFOLIO INCLUDES ONE SUMMATIVE PEER OBSERVATION. FACULTY MEMBER KEEPS SCHEDULED OFFICE HOURS AND PROVIDES ACCURATE ACADEMIC ADVISING TO STUDENTS.

Meets Standards:

Specific examples of "Meets Standards" in teaching for the promotion candidate:

1- Courses are kept current and new materials are added to courses, such as adoption of a new textbook, the preparation of new study guides, bibliography/reading lists for classes, or the development or substantial revisions to other handouts, demonstrations, laboratory activities or web-sites; AND

2-Multiple approaches are used for students with different learning styles and special needs through the use of multimedia, the Access Center, and one-on-one meetings with students; AND

3- Provides students with timely qualitative and quantitative feedback to help the students master the material through creating assignment rubrics, specific and detailed learning objectives, clearly communicated expectations and assessment information in the course syllabi, and using assessments that require critical thinking/problem-solving skills on the part of the student; AND

4- Receives SRI's that are generally (80% of sections) at or above 4.25. If below this, the faculty member has shown a trend of improvement and the narrative addresses work toward increasing SRI's through shifting instructional content and/or design and/or delivery and incorporating feedback from student commentary; AND

5-Receives one summative peer observation that addresses strong pedagogy to facilitate student learning; AND

6-Develops or revises curriculum by one or more of these activities: designing or modifying laboratory exercises or course materials, designing or using new instructional equipment or methods, developing a new course (not previously taught) in the department, developing a new delivery format for a course (e.g. online), creating and offering an independent study, internship, or other individualized course, substantially modifying or redesigning an existing course, developing program modifications, developing or updating a web site specifically for a course; AND

7- Advises students in the Biology major and minor as well as professional specialized areas for biology students (e.g. pre-health care careers and graduate programs), is available for advising through e-mail, telephone and in-person meetings during office hours, provides up-to-date and accurate advising information and/or actively seeks out answers to unknown advising issues or refers the student to the appropriate office/person, accurately interprets CAPP reports, and maintains records of advising sessions (e.g. in BRM).

Needs Improvement:

The promotion candidate does not perform at the level of “Meets Standards” for teaching as described above.

SCHOLARLY ACTIVITY

The promotion candidate has engaged in scholarly and creative activities which are disciplinary or interdisciplinary expressions or interpretations that develop ideas, frame questions, create new forms of representation, solve problems, or explore enduring puzzles. Purposes include, but are not limited to, the following: advancing knowledge or culture through original research or creative activities; interpreting knowledge within or across disciplines; synthesizing information across disciplines, across topics, or across time; aiding society or disciplines in addressing problems; or enhancing knowledge of student learning and effective teaching. This category includes activities in which the faculty member shares other knowledge with members of the learned and professional communities; continued education and professional development activities appropriate to professional status or assignments; and other activities specific to the faculty member’s discipline or assigned responsibilities.

Meets Standards:

The promotion candidate accomplishes one of the examples listed as 1-5 AND one of the examples listed as 6-11 for Scholarly Activity below.

Specific examples of “Meets Standards” in scholarly activities for the promotion candidate:

1- One or more peer-reviewed disciplinary works accepted in a publication or broadcast; OR

2-One or more peer-reviewed pedagogical works accepted in a publication; OR

3-Writing and publishing a textbook chapter, textbook, or a discipline-related book that is reviewed by peers and/or editors; OR

4-Writing or providing significant reviews/edits of ancillary textbook/lab manual materials (test bank, solutions manual, software, illustrations) through a recognized commercial publishing company (e.g. Pearson, McGraw-Hill, etc.) that are reviewed by peers and/or editors; OR

5-Evidence of ongoing and significant scientific active research, especially research involving students, that results in peer-reviewed presentations/poster presentations at professional conferences.

AND

6- Multiple presentations of their scholarly or creative works accepted for presentation at local (e.g. MSU Denver Undergraduate Research Conference), regional, national, or international conferences; OR

7-Writing grants to outside agencies; OR

8- Significant upgrading of their education through post-graduate training – either private or academic; OR

9-Obtaining a new degree, licensure or specialty certification or skill related to his/her professional expertise and teaching assignments;
OR

10-Significant consultation in candidate's professional area to educational or professional groups or for the federal government or other local, regional, national or international level organizations; OR

11– Invited presentations/seminars/publications of scholarly work

Needs Improvement:

The promotion candidate does not perform at the level of “Meets Standards” for Scholarly Activity as described above.

SERVICE

The promotion candidate must demonstrate significant contributions to shared governance in the department, college, university, or within their disciplinary organization or contributions using their disciplinary expertise to the community outside of the university. These contributions often, but not exclusively, take the form of significant committee work.

Meets Standards:

Specific examples of “Meets Standards” in service activities for the promotion candidate:

Actively and regularly contributes to ongoing department, college or university-level committees through which a significant amount of time and effort are spent in shared governance, and conducts peer observations of probationary and/or affiliate faculty members.

AND

1-Holds a leadership position on a significant and ongoing committee or serves as a coordinator or director of a special project at the department or other level; OR

2-Actively serves as a faculty supervisor to an ongoing student group requiring continued guidance; OR

3-Mentors other faculty (full time or part time); OR

4-Serves on the Faculty Senate and Faculty Senate committees; OR

5-Takes leadership in a special project benefiting the department, college, university or professional community such as writing narratives for program review, coordinating ordering or moving, coordinating and overseeing several labs, ongoing training and supervising several work study students or teaching assistants; OR

6- Provides ongoing public relations efforts on behalf of the university; OR

7-Covers classes for colleagues for a significant period of time.

8-Actively and regularly contributes unpaid service to the community and/or professional organizations that bring recognition to Metropolitan State University of Denver or the faculty member's professional discipline through *pro bono* consultations, serving as a community or professional organization board member, organizing a professional conference, participating in ongoing K-12 activities, or presenting seminars for community or civic groups.

Needs Improvement:

The promotion candidate does not perform at the level of "Meets Standards" in service as described above.

BIOLOGY DEPARTMENT POST-TENURE REVIEW GUIDELINES

ALL FACULTY MUST MEET THE CONTRACTUAL RESPONSIBILITIES DEFINED IN THE *HANDBOOK* AND ADHERE TO ALL POLICIES AND PROCEDURES SET FORTH IN THE *HANDBOOK* AS A PREREQUISITE TO SUCCESSFUL POST-TENURE REVIEW.

TEACHING

Effective teachers typically maintain high academic standards, prepare students for professional work and development, and facilitate student achievement.

Meets Standards:

Specific examples of “Meets Standards” in teaching for the post-tenure review candidate:

- 1- Courses are kept current and new materials are added to courses such as the adoption of a new textbook, preparation of new study guides, bibliography/reading lists for classes, or the development or revisions to other handouts, demonstrations, laboratory activities or websites; AND
- 2- Provides students with timely qualitative and quantitative feedback to help the students master the material through creating assignment rubrics, specific and detailed learning objectives, clearly communicated expectations and assessment information in the course syllabi, and uses assessments that require critical thinking/problem-solving skills on the part of the student; AND
- 3- Receives SRI's that are generally (80% of sections) at or above 4.25. If below this, he/she has shown a trend of improvement and the narrative addresses work toward increasing SRI's through shifting instructional content and/or design and/or delivery and incorporating feedback from student commentary; AND

4- Advises students in the Biology major and minor; is available for advising through e-mail, telephone and in-person meetings during office hours; provides up-to-date and accurate advising information and/or actively seeks out answers to unknown advising issues or refers the student to the appropriate office/person; interprets CAPP reports; and documents advising activities (e.g. in BRM).

Needs Improvement:

The post-tenure review candidate does not perform at the level of “Meets Standards” for teaching as described above.

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 puzzles. Purposes include, but are not limited to, the following: advancing knowledge or culture through original research or creative activities; interpreting knowledge within or across disciplines; synthesizing information across disciplines, across topics, or across time; aiding society or disciplines in addressing problems; or enhancing knowledge of student learning and effective teaching.

Meets Standards:

The successful post-tenure review candidate must accomplish two of the following examples during the review period for a rating of “Meets Standards” in scholarly activities:

1-Disseminating creative works to a professional or governmental organization through presentations, seminars, broadcasts or publications; OR

2-One or more pedagogical works accepted for publication or presentation; OR

3-Writing, revising or reviewing a textbook, or a discipline-related book or film; OR

4-Contributing to the publication of ancillary textbook/lab manual materials (testbank, solutions manual, software, illustrations) in his/her professional field; OR

5-Evidence of ongoing and significant scientific research, especially research involving students,

6- Writing grants to outside agencies; OR

7- Upgrading of their education through post-graduate training – either private or academic, including continuing education related to his/her professional expertise and teaching assignments; OR

8- Obtaining a new degree, renewing or obtaining licensure or specialty certification related to his/her professional expertise and teaching assignments; OR

9-Attending several professional or pedagogical conferences to improve teaching expertise and pedagogy; OR

10- Consulting activities in candidate's professional area to educational or professional groups or for the federal government or other regional, national or international level organizations.

Needs Improvement:

The post-tenure review candidate does not perform at the level of “Meets Standards” for scholarly activity as described above.

SERVICE

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, non-profit organizations, or government agencies.

Meets Standards:

Specific examples of “Meets Standards” in service for the post-tenure review candidate:

Actively and regularly contributes to ongoing department, college or university-level committees through which a significant amount of time and effort are spent in shared governance and conducts peer observations of probationary and/or affiliate faculty members.

AND

1-Actively and regularly contributes unpaid service to the community and/or professional organizations that bring recognition to Metropolitan State University of Denver or the faculty member’s professional discipline through *pro bono* consultations, serving as a community or professional organization board member, organizing a professional conference, participating in ongoing K-12 activities, or presenting seminars for community or civic groups; OR

2-Holds a leadership position on a significant and ongoing committee or serves as a coordinator or director of a special project at the department or other level; OR

3-Actively serves as a faculty supervisor to an ongoing student group requiring continued guidance; OR

4-Mentors new faculty (full time or part time) who are teaching a new course for the first time and require a heavy time commitment; OR

5-Serves on the Faculty Senate and Faculty Senate committees; OR

6-Takes leadership in a special project benefiting the department, college, university or professional community such as writing narratives for program review, coordinating ordering or moving, coordinating and overseeing several labs, ongoing training and supervising several work study students or teaching assistants; OR

7- Provides ongoing public relations efforts on behalf of the University; OR

8-Takes over classes for colleagues for a significant period of time.

Needs Improvement:

The post-tenure review candidate does not perform at the level of “Meets Standards” in service as described above.

DEPARTMENT OF BIOLOGY

EVALUATION STANDARDS FOR CATEGORY II & CATEGORY III FACULTY

Approved by the Biology Faculty, March 21, 2014 (vote: 16 For : 2 Against : 0 Abstain)

INTRODUCTION: Category II and Category III faculty (referred to as Affiliate) 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 from 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 faculty and Affiliate faculty are eligible for reappointment at the discretion of the Dean and Department Chair, respectively. Decisions to reappoint are based upon the needs of the department or program and also take into consideration the candidate's qualifications and performance. Performance evaluation, therefore, is done in part to support reappointment decisions and in part to foster improvement among both Category II and Affiliate faculty members.

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.

CATEGORY II: GUIDELINES FOR REAPPOINTMENT OR PROMOTION TO SENIOR LECTURER: In their one page narrative, the faculty member must explain how they have met expectations for assigned duties and responsibilities. It should present a reflective self-assessment that highlights accomplishments and indicates plans for the future and presents their best case for continuance in their position or promotion to senior lecturer if they are applying. The candidate should briefly describe their approach to teaching including how they: 1. Update their courses 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 administers Student Ratings of Instruction (SRI's) using the approved form per the Handbook for Professional Personnel. A single summative peer observation is required for their first year of employment as a Category II faculty. If a sufficient number of trained peer observers are not available, a departmental peer observation may be substituted for the

required summative observation. The Category II faculty member should provide documentation of the unavailability of trained peer observers in the portfolio. At least one departmental peer observation is required each year during the first three years of employment and one is required every three years thereafter.

<p><u>Meets Standards:</u> This performance level demonstrates the minimum required accomplishments for a faculty member.</p>	<p>Courses follow the official course syllabus and the faculty member adheres to university policies regarding ADA accommodations. 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 learning and performance are clearly communicated in syllabi and the faculty member uses student learning objectives/outcomes to facilitate student learning and assessment. Faculty member uses professional expertise along with course and/or program assessment results to improve courses. For any general studies courses taught, the faculty member designed their course in accordance with the official course syllabus, meeting departmental and university expectations including the writing and student learning outcome expectations. Assessment of general studies courses complies with departmental and university requirements. SRI's generally at or above 4.25. If below this, they have shown a trend of improvement and the narrative addresses work toward improving SRI's through shifting instructional content and/or design and/or delivery and incorporating feedback from student commentary. Summative peer observation addresses strong pedagogy to facilitate student learning. Faculty member receives summative or formative departmental peer observation that addresses strong pedagogy to facilitate student learning with an overall rating of "meets standards". At least one course will be evaluated each year during the faculty member's first three years of employment. At least one course will be evaluated every three years during subsequent periods of employment. Departmental peer evaluations will be both formative and summative. Peer observers will be tenured biology faculty members chosen by the department chair in consultation with the faculty member. Faculty member is expected to have responded to any concerns or performance rated as "needs improvement" in previous evaluations. Faculty member maintains five office hours per week, thoroughly and accurately advises students, and maintains records of advising sessions.</p>
<p><u>Needs Improvement:</u> This rating simply means the faculty member has not accomplished all of the</p>	<p>Minimum requirements and/or standards for content expertise have not been met. Courses do not follow the official course syllabus and/or the faculty member does not adhere to</p>

<p>necessary activities to attain the “Meets Standards” rating.</p>	<p>university policies regarding ADA accommodations. No demonstration that courses are regularly updated with new information, as consistent with the discipline. General studies courses not designed consistent with the department’s and college’s expectations or assessment required by the general studies program is not performed. Classes are not evaluated using SRI’s or the SRI’s consistently remain below 4.25. Faculty member lacks summative peer observation or the observation does not demonstrate sound pedagogy to support student learning. Faculty receives annual departmental peer observation with an overall rating of “needs improvement”. Faculty member fails to maintain five office hours per week or to provide accurate advice to students.</p>
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CATEGORY III (AFFILIATE) FACULTY: GUIDELINES FOR REAPPOINTMENT: Affiliate faculty members are reappointed at the discretion of the department chair. Courses follow the official course syllabus and are kept current through review of instructional resources and the regular addition of new materials, as appropriate. The Affiliate faculty member adheres to department and university policies including ADA accommodations and submission of final grades. Expectations for student learning and performance are clearly communicated in syllabi and the faculty member uses student learning objectives/outcomes to facilitate student learning and assessment. Syllabi for all courses will be provided to the department chair. For any general studies courses taught, the faculty member designed their course in accordance with the official course syllabus meeting, departmental and university expectations including the writing and student learning outcome expectations. Assessment of general studies courses comply with departmental and university requirements. The Affiliate faculty member administers Student Ratings of Instruction (SRI’s) using the approved form per the Handbook for Professional Personnel. The SRI’s are generally 4.25 or above. If below this, they have shown a trend of improvement. Affiliate faculty member receives summative or formative departmental peer observation that addresses strong pedagogy to facilitate student learning with an overall rating of “meets standards”. At least one course will be evaluated each year during the faculty member’s first three years of employment. At least one course will be evaluated every three years during subsequent periods of employment. Departmental peer evaluations will be both formative and summative. Peer observers will be full-time biology faculty members chosen by the department chair in consultation with the faculty member. Faculty member is expected to have responded to any concerns or performance rated as “needs improvement” in previous evaluations.