

Earth and Atmospheric Science Department **Tenure** Guidelines

Edited 11/15/12, Guidelines for 2013-2014

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 form for all academic year classes with 5 or more students or when less than 5 students, they are evaluated according to departmental guidelines.
7. A single summative peer observation is also required for evaluation for tenure.

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

Given the typical full teaching load in the Earth and Atmospheric Science 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>Needs Improvement: This rating simply means the faculty member has not accomplished all of the necessary activities to attain the “Meets Standards” rating.</p>	<p>Needs Improvement: Minimum requirements and/or Standards for Content Expertise have not been met.</p> <ol style="list-style-type: none">1. Faculty member has not designed the course consistent with the department’s and college’s expectations, and does not use departmental required course materials. Little attention is given to instructional design and delivery to facilitate student learning. Faculty does not contribute significantly to the review of departmental courses and programs.2. No demonstration that courses are regularly updated with new information. Little connection is demonstrated between scholarly activities and course content.3. Minimal incorporation of technology that is available and appropriate to the discipline and course level.4. Assessment to improve the course is not well developed, and the faculty member does not complete the assessment required by the general studies program.5. Faculty member does not maintain regular office hours and makes multiple mistakes when advising students. Faculty member does not advise an adequate number of students. Faculty member does not keep an advising log or use online technology.6. Classes are not evaluated using SRI’s or the pattern of SRI’s remains substantially below the prefix average.7. Faculty lacks summative peer observation by or within the 5th year of probation or the observation does not demonstrate sound pedagogy to support student learning.
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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:</p> <ol style="list-style-type: none"> 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 learning and performance are clearly communicated in syllabi. For all sections taught, the tenure candidate designed their course in accordance with the official course syllabus, meeting departmental and college expectations including student learning outcome expectations. Faculty member contributes to evaluation and redesign of departmental curriculum. 2. Faculty member uses professional expertise and ongoing scholarly activities to improve courses and enrich student learning. 3. Faculty incorporates available and appropriate computer and laboratory technology into courses; for most courses, the use of technology goes beyond using PowerPoint, accessing web pages, and electronic submission of assignments. 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. 5. Faculty thoroughly and accurately advises students, using professional knowledge and contacts when possible. Faculty member keeps a thorough record of advising sessions, either through a written advising log or the use of online technology (BANNER Tracking or BANNER Relation Module). Writes reference letters for students seeking employment or admission to graduate school. 6. SRI's are compared to same level courses (lower or upper division) within the prefix. Tenure candidate's SRI's are consistently near or above the prefix average for same level
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	<p>course. If below this, they have shown a trend of improvement toward the prefix average for same level courses and the narrative addresses work toward improving student ratings of instruction through shifting instructional content and/or design and/or delivery and incorporating feedback from student commentary.</p> <p>7. Summative peer observation addresses strong pedagogy to facilitate student learning.</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 portfolio narrative and annotated C.V. that they have made one or more contributions to their discipline that have been peer reviewed. 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 Earth and Atmospheric Science 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><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>NEEDS IMPROVEMENT: 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. This includes completing a minimal number of the examples that appear below.</p>
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Meets Standards: This performance level demonstrates the minimum required accomplishments for a faculty member.

MEETS STANDARDS: During their probationary period, the tenure candidate has made a significant contribution to the following, as determined by the department's Retention, Promotion, and Tenure committee and the Chair of the EAS Department:

1. A publication record as evident by ***one or more*** of the following:
 - a. A disciplinary work accepted in a peer-reviewed publication;
 - b. A pedagogical work accepted in a peer-reviewed publication;
 - c. A textbook chapter, textbook, or a discipline-related book that is reviewed by peers and/or editors;
 - d. Authored multiple ancillary textbook/lab manual materials (test banks, solutions manual, software, illustrations) through a recognized commercial publishing company that are reviewed by peers and/or editors;
 - e. Evidence of significant ongoing active scientific research involving students that results in multiple peer-reviewed presentations/poster presentations at professional conferences or a student-authored peer reviewed publication where the tenure candidate is listed as an author;

AND

2. An oral or poster presentation of their scholarly work accepted for a presentation at a professional conference or workshop.

AND

3. In addition, a successful candidate will have developed in a manner that is common to their profession over the probationary period. Scholarly and professional development activities common to the academic profession include a combination of the following, but not limited to:
 - Supervising undergraduate research that results in a presentation at a local conference such as the MSU Denver Undergraduate Research Conference

	<ul style="list-style-type: none"> • 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; • Editing a book or book chapter, translating a book, or publishing a review of a book or book chapter; • Developing networking connections with local research institutions (NREL, NCAR, NOAA, INSTAAR, etc.); • Incorporating research into active learning classroom activities; • Participating in consulting activities that enhance professional development and teaching; • Organizing/co-organizing or chairing/co-chairing a conference session that involves reviewing and choosing submissions; • Developing computer applications, software, or videos for courses; AND/OR • Keeping abreast of pedagogical and content issues and changes in the discipline. • Applying for appropriate internal (Dean’s mini grant, Provost’s seed grants, etc.) or external (RM-CESU, NSF, NASA, ESRI, etc.) funding sources or other financial possibilities (donations, entrepreneurial opportunities, contact work involving faculty & students) that will improve resources (computer, software, laboratory, facilities, etc.) for the EAS department;
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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, school, or college 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 college, and used their disciplinary or professional expertise to make a contribution to their professional organizations or the community outside 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>NEEDS IMPROVEMENT:</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 School and/or the College, or the Outside Community.</p>
<p><u>Meets Standards:</u> This performance level demonstrates the minimum required accomplishments for a faculty member.</p>	<p>MEET MEETS STANDARDS: 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, School and/or College and within their disciplinary organization(s) or contributions using their disciplinary expertise to the community outside of the College. These contributions must be ongoing and relevant. 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 the following:</p> <ul style="list-style-type: none"> • Participating in Departmental committees of shared governance; • Participating in School, College or Campus wide committees; • Maintaining and/or enhancing teaching or research facilities for the Department, School and/or College; • Membership in advisory boards of professional journals;

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| | <ul style="list-style-type: none">• Membership in special committees of professional organizations;• Occasional reviewer for a national research grant funding institution;• Occasional reviewer of submissions to professional journals;• Membership in local, statewide or national community organizations that relate to field of expertise; and/or• Enhancing facilities for the Department, School and/or College. |
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Earth and Atmospheric Science **Promotion** Department Guidelines

Revised 11/15/12

ASSOCIATE PROFESSOR

Since tenure and promotion at the Metropolitan State University of Denver usually, but not always, coincide, EAS guidelines for promotion to Associate Professor follow those established by the Department for the granting of tenure.

PROFESSOR

As stated in the *Handbook for Professional Personnel*, for a faculty member's promotion to Professor there is an expectation for a record of significant accomplishment in all three areas (teaching, scholarly activity, and service) of performance evaluation.

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.

In their narrative, the faculty member must explain their approach to teaching relating to the following aspects of teaching:

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

14. A single summative peer observation is also required for evaluation for Professor.

A faculty member's portfolio should reflect a record of quality teaching during the time in rank of Associate Professor. Given the typical full teaching load in the Earth and Atmospheric Science 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.

Guidelines for Promotion to Professor:	<ol style="list-style-type: none">1. Narrative and evidence describes courses that consistently create an outstanding learning environment for the students. Faculty assigns challenging assignments and provides extensive feedback for assignments. Their courses are continuously updated and modified to improve content and delivery, and are designed to facilitate student learning. Faculty designed their courses in accordance with the official course syllabus. Faculty member contributes significantly to evaluation and redesign of departmental curriculum, develops new courses as appropriate, and substantially revises existing courses, including the official course syllabus.2. Faculty member incorporates examples of their scholarly activities into their courses and student assignments, thereby modeling scholarship in the discipline for students. Undergraduate research is incorporated into upper-division courses.3. Faculty member incorporates extensive use of various types of technology in their classes. Examples include introducing new software or laboratory techniques into courses, and designing professional activities preparing students for the work force and post-graduate studies.4. Faculty uses program and course assessment to continuously improve student learning. Faculty member makes important contributions to the design and implementation of
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	<p>program assessment. Assessment of general studies courses is consistent with exemplary courses that satisfy the college-level student learning outcomes.</p> <ol style="list-style-type: none"> 5. Faculty spends extensive time advising students, providing them with multiple options and extensive information. Faculty uses professional contacts and knowledge to inform their advising and to provide students with information regarding opportunities. Faculty member uses online advising resources extensively to manage a large advising workload, writes numerous high-quality reference letters for employers or graduate schools, and provides opportunities outside of classroom that enhance student learning. 6. SRI's are consistently at or above prefix averages for same level (lower or upper level) courses. 7. Summative peer observation describes outstanding pedagogy facilitating student learning.
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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.

EVALUATION STANDARDS FOR SCHOLARLY ACTIVITIES: The faculty member must demonstrate in their portfolio narrative and annotated C.V. that they have continued to develop professionally during their time as Associate Professor. It should be noted that a typical full teaching load in the Earth and Atmospheric Science 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>Guidelines for Promotion to Professor:</p>	<p>During the time in rank as Associate Professor, the faculty member must show a continued record of engagement in scholarly activities that enhance teaching and furthers their discipline.</p> <p>A satisfactory level of Scholarly Activity can be accomplished in many ways. Promotion candidates must make significant contributions in their Scholarly Activity. Some indicators of quality Scholarly Activity include, but are not limited to the following:</p> <ul style="list-style-type: none"> • A disciplinary work accepted in a peer-reviewed publication; • A pedagogical work accepted in a peer-reviewed publication; • A textbook chapter, textbook, or a discipline-related book that is reviewed by peers and/or editors; • Authored multiple ancillary textbook/lab manual materials (test banks, solutions manual, software, illustrations) through a recognized commercial publishing company that are reviewed by peers and/or editors; • Evidence of significant ongoing active scientific research involving students that results in multiple peer-reviewed presentations/poster presentations at professional conferences or a student-authored peer reviewed publication where the tenure candidate is listed as an author; • Grant proposals, submitted and peer-reviewed • Conference presentations or invited addresses to members of professional communities • Workshop or conference activities resulting in products shared with members of professional communities
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Additionally, the promotion candidate has continued to develop professionally. Scholarly and professional development activities common to the academic profession include, but are not limited to:

- 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 or securing internal or external funding for research, teaching, or equipment;
- Supervising undergraduate research that results in a presentation or publication;
- Editing a book or book chapter, translating a book, or publishing a review of a book or book chapter;
- Developing networking connections with local research institutions (NREL, NCAR, NOAA, INSTAAR, etc.);
- Incorporating research into active learning classroom activities;
- Participating in consulting activities that enhance professional development and teaching;
- Organizing/co-organizing or chairing/co-chairing a conference session that involves

	<p>reviewing and choosing submissions;</p> <ul style="list-style-type: none"> • Developing computer applications, software, or videos for courses; • Collecting and gathering data for research and/or teaching purposes; and/or • Keeping abreast of pedagogical and content issues and changes in the discipline.
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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, school, or college 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.

EVALUATION STANDARDS FOR SERVICE: Faculty must demonstrate in their narrative, a continued participation in shared governance and other service at the college, and continued use of their disciplinary or professional expertise to make a contribution to their professional organizations or the community outside of the college.

<p>Guidelines for Promotion to Professor.</p>	<p>During the period in rank as Associate Professor, the faculty member demonstrates that they have taken an ongoing leadership role in committee work, special projects, or other service activities in the Department, School, or College and in their disciplinary organization(s) or in the greater community. Work outside of the College must utilize their disciplinary or professional expertise. This work must be notable and significant</p>
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and includes, but is not limited to, Chair of a Committee or Officer of a regional, national or international organization.

Service activities include a combination of the following:

- Chairing or Co-Chairing Departmental committees;
- Participating in Departmental committees of shared governance;
- Chairing or Co-Chairing School, College or Campus wide committees;
- Participating in School, College or Campus wide committees;
- Enhancing teaching or research facilities for the Department, School and/or College;
- Positions of leadership in editorial boards of professional journals;
- Membership in advisory boards of professional journals;
- Positions of responsibility (e.g., Director, Treasurer, Secretary) in committees and/or sections of professional organizations;
- Position of leadership in local, regional or national boards.
- Maintaining and/or enhancing teaching or research facilities for the Department, School and/or College;
- Membership in special committees of professional organizations;
- Reviewer for a national research grant funding institution;

	<ul style="list-style-type: none">• Reviewer of submissions to professional journals;• Membership in local, statewide or national community organizations that relate to field of expertise.
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Earth and Atmospheric Science **Post-Tenure Review** Department Guidelines

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 SUCCESSFUL POST-TENURE REVIEW: In their narrative, the faculty member must explain their approach to teaching relating to the following aspects of teaching:

15. Design of courses and contribution to curriculum development;
16. Integration of scholarly activities and knowledge into teaching;
17. Use of technology to facilitate student learning; and
18. Use of assessment results to improve their courses when appropriate.
19. The faculty member also discusses student advising, linking it with their courses, scholarly activities and professional service, as appropriate.
20. The faculty member has SRI's (student review of instruction) using the approved form for all academic year classes with 5 or more students or when less than 5 students, they are evaluated according to departmental guidelines.
21. A single summative peer observation is also required for evaluation for Post-Tenure Review.

Post-Tenure Review should reflect the faculty members continuing record of quality teaching during the Post-Tenure Review period.

Given the typical full teaching load in the Earth and Atmospheric Science 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>Needs Improvement: This rating simply means the faculty member has not accomplished all of the necessary activities to attain the “Meets Standards” rating.</p>	<p>Needs Improvement: Minimum requirements and/or Standards for Content Expertise have not been met.</p> <ol style="list-style-type: none"> 1. Faculty member has not designed the course consistent with the department’s and college’s expectations, and does not use departmental required course materials. Little attention is given to instructional design and delivery to facilitate student learning. Faculty does not contribute significantly to the review of departmental courses and programs. 2. No demonstration that courses are regularly updated with new information. Little connection is demonstrated between scholarly activities and course content. 3. Minimal incorporation of technology that is available and appropriate to the discipline and course level. 4. Assessment to improve the course is not well developed, and the faculty member does not complete the assessment required by the general studies program. 5. Faculty member does not maintain regular office hours and makes multiple mistakes when advising students. Faculty member does not advise an adequate number of students. Faculty member does not keep an advising log or use online technology. 6. Classes are not evaluated using SRI’s or the pattern of SRI’s remains substantially below the prefix average. 7. Faculty lacks a summative peer observation within the 5 year PTR period or the observation does not demonstrate sound pedagogy to support student learning.
<p>Meets Standards: This performance level demonstrates the minimum required accomplishments for</p>	<p>Meets standards:</p> <ol style="list-style-type: none"> 8. 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

<p>a faculty member.</p>	<p>student learning and performance are clearly communicated in syllabi. For all sections taught, the tenure candidate designed their course in accordance with the official course syllabus, meeting departmental and college expectations including student learning outcome expectations. Faculty member contributes to evaluation and redesign of departmental curriculum.</p> <p>9. Faculty member continues to use professional expertise and ongoing scholarly activities to enrich courses and student learning.</p> <p>10. Faculty incorporates available and appropriate computer and laboratory technology into courses; for most courses, the use of technology goes beyond using PowerPoint, accessing web pages, and electronic submission of assignments.</p> <p>11. Faculty demonstrates continued use of course and program assessment to improve courses. Assessment of general studies courses comply with departmental and college requirements.</p> <p>12. Faculty thoroughly and accurately advises students, using professional knowledge and contacts when possible. Faculty member keeps a record of advising sessions, either through a written advising log or the use of online technology (BANNER Tracking or BANNER Relation Module). Writes reference letters for students seeking employment or admission to graduate school.</p> <p>13. Faculty's SRI's are consistent with or above those obtained for tenure and the narrative addresses work toward improving instruction through shifting instructional content and/or design and/or delivery using feedback from student commentary.</p> <p>14. Summative peer observation addresses strong pedagogy to facilitate student learning. Faculty member thoroughly and accurately advises students, using professional knowledge and contacts when possible.</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 SUCCESSFUL POST-TENURE REVIEW: The faculty member must demonstrate in their portfolio narrative and annotated C.V. that they have continued to develop professionally during the Post-Tenure Review period. It should be noted that a typical full teaching load in the Earth and Atmospheric Science 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><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>NEEDS IMPROVEMENT: During the Post-Tenure Review period, the faculty member does not meet the criteria for “Meets Standards.” During the period leading up to Post-Tenure Review, the faculty member has made minimum progress in scholarly activity or has not developed professionally. This includes completing a minimal amount of such examples as appear below.</p>
<p><u>Meets Standards:</u> This performance level demonstrates the minimum required accomplishments for a faculty member.</p>	<p>MEETS STANDARDS: During their Post-Tenure Review period the faculty member has continued to develop professionally as shown by his or her portfolio narrative and vita.</p> <p>Scholarly and professional development activities common to the academic profession include but are not limited to:</p> <ul style="list-style-type: none"> • 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 that results in a presentation or publication;
- Editing a book or book chapter, translating a book, or publishing a review of a book or book chapter;
- Developing networking connections with local research institutions (NREL, NCAR, NOAA, INSTAAR, etc.);
- Incorporating research into active learning classroom activities;
- Participating in consulting activities that enhance professional development and teaching;
- Organizing/co-organizing or chairing/co-chairing a conference session that involves reviewing and choosing submissions;
- Developing computer applications, software, or videos for courses;
- Collecting and gathering data for research and/or teaching purposes;
- Keeping abreast of pedagogical and content issues and changes in the discipline.

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, school, or college 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 SUCCESSFUL POST-TENURE REVIEW: Faculty 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><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>NEEDS IMPROVEMENT:</p> <p>During the Post-Tenure 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 School and/or the College, or the Outside Community.</p>
<p><u>Meets Standards:</u> This performance level demonstrates the minimum required accomplishments for a faculty member.</p>	<p>MEET MEETS STANDARDS: During the Post-Tenure period, the faculty member demonstrates he or she continues to make contributions in shared governance and other service to the Department, School and/or College and within their disciplinary organization(s) or contributions using their disciplinary expertise to the community outside of the College. 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 the following:</p> <ul style="list-style-type: none">• Participating in Departmental committees of shared governance;

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