The Attached Departmental Guidelines for the Department of

PHYSICS

at

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

January 1, 2017 through December 31, 2017

Approvals:

Department Chair _____ Date 1/31/2017

Dean Joan Laura Foster _____ Date _____

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VPAA _____ Date 5-24-17

The Metropolitan State College of Denver Department of Physics

Criteria and Guidelines for Tenure

Last Revised: November 2012

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. MSCD'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 MSCD students.
- prepares students for post-baccalaureate study in physics or in a profession, e.g., medicine, dentistry, engineering.

MSCD'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 MSCD (UCD) 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 "Student Ratings of Instruction" form (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 College's Office of Institutional Research. Classes with fewer than five students must be evaluated according to Department Guidelines.

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

Contractual Responsibilities: The faculty member must meet the contractual responsibilities defined in the MSCD HANDBOOK as necessary for a MEETS STANDARDS performance rating.

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 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 at the college level is required for evaluation for tenure. A departmental-level 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 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.

<u>Needs Improvement</u>: This rating simply means the faculty member has not accomplished the necessary activities to attain the "Meets Standards" rating.	**NEEDS IMPROVEMENT – TEACHING** 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.
<u>Meets Standards</u>: This performance level demonstrates the minimum required accomplishments for a faculty member.	**MEETS STANDARDS – TEACHING** 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 has designed their course meeting departmental and college 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. 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. 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 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. 7. Summative peer observation addresses appropriate pedagogy to facilitate student learning. Faculty member thoroughly and accurately advises students, using professional knowledge and contacts when possible. 8. Faculty member meets the minimum Handbook requirement of five office hours per week.

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.

Needs Improvement: This rating simply means the faculty member has not accomplished the necessary activities to attain the "Meets Standards" rating.	**NEEDS IMPROVEMENT – SCHOLARLY ACTIVITIES** 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.
Meets Standards: This performance level demonstrates the minimum required accomplishments for a faculty member.	**MEETS STANDARDS – SCHOLARLY ACTIVITIES** Creative work and scholarly activity supports classroom instruction. The faculty member participates in ongoing scholarly activities that enhance the student learning environment. Examples may include but are not limited to: • maintaining currency in physics and physics education research; • using physics education research pedagogical methods in the classroom • 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 college 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, 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 of the college.

Needs Improvement: This rating simply means the faculty member has not accomplished the necessary activities to attain the "Meets Standards" rating.	**NEEDS IMPROVEMENT -SERVICE** 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.
Meets Standards: This performance level demonstrates the minimum required accomplishments for a faculty member.	**MEETS STANDARDS - SERVICE** 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. While these contributions often take the form of significant committee work, they may also include such activities as maintaining departmental laboratories and equipment. Examples of service activities that meet standards might include the following: • 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; • 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.

The Metropolitan State College of Denver Department of Physics

Criteria and Guidelines for Promotion

Last Revised: May 2012

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. MSCD'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 MSCD students.
- prepares students for post-baccalaureate study in physics or in a profession, e.g., medicine, dentistry, engineering.

MSCD'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 MSCD (UCD) classes even if the instructor is from the other institution.

General Application of Guidelines for Promotion

(2) In preparing for the promotion 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 "Student Ratings of Instruction" form (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 College's Office of Institutional Research. Classes with fewer than five students must be evaluated according to Department Guidelines.

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

Contractual Responsibilities: The faculty member must meet the contractual responsibilities defined in the MSCD HANDBOOK as necessary for a MEETS STANDARDS performance rating.

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.

GUIDELINES FOR PROMOTION: In their narrative, the promotion candidate 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.
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 at the college level is required for evaluation for promotion. A departmental-level summative peer observation is also required for evaluation for promotion.

The promotion candidate should reflect on their growth in teaching through the promotion 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.

<u>Meets Standards</u>: This performance level demonstrates the minimum required accomplishments for a faculty member.	**MEETS STANDARDS – TEACHING** 9. 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 promotion candidate has designed their course meeting departmental and college expectations. Faculty member contributes to evaluation and redesign of departmental curriculum. 10. Faculty member uses professional expertise and ongoing scholarly activities to improve courses and enrich student learning. 11. Faculty incorporates available and appropriate computer and laboratory technology into courses. 12. Faculty demonstrates evidence of using course and program assessment results to improve courses. Assessment of general studies courses comply with departmental and college requirements. 13. 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. 14. Sri's are compared to same level courses (lower or upper division) within the prefix. Promotion 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. 15. Summative peer observation addresses appropriate pedagogy to facilitate student learning. Faculty member thoroughly and accurately advises students, using professional knowledge and contacts when possible. 16. Faculty member meets the minimum Handbook requirement of five office hours per week.

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.

GUIDELINES FOR PROMOTION: Promotion 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 promotion 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.

Meets Standards: This performance level demonstrates the minimum required accomplishments for promotion of a faculty member.	**MEETS STANDARDS – SCHOLARLY ACTIVITIES** Creative work and scholarly activity supports classroom instruction. The faculty member participates in ongoing scholarly activities that enhance the student learning environment. Examples may include but are not limited to: • maintaining currency in physics and physics education research; • using physics education research pedagogical methods in the classroom • 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 college 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, 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.

GUIDELINES FOR PROMOTION: Promotion 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.

Meets Standards: This performance level demonstrates the minimum required accomplishments for promotion of a faculty member.	**MEETS STANDARDS - SERVICE** During the promotion 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. While these contributions often take the form of significant committee work, they may also include such activities as maintaining departmental laboratories and equipment. Examples of service activities that meet standards might include the following: • 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; • 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.

The Metropolitan State College of Denver Department of Physics

Criteria and Guidelines for Post Tenure Review

Last Revised: November 2012

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. MSCD'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 MSCD students.
- prepares students for post-baccalaureate study in physics or in a profession, e.g., medicine, dentistry, engineering.

MSCD'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 MSCD (UCD) classes even if the instructor is from the other institution.

General Application of Guidelines for Post Tenure Review

(3) 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 using the approved "Student Ratings of Instruction" form (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 College's Office of Institutional Research. Classes with fewer than five students must be evaluated according to Department Guidelines.

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:

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.

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.

<u>Needs Improvement</u>: This rating simply means the faculty member has not accomplished the necessary activities to attain the "Meets Standards" rating.	**NEEDS IMPROVEMENT – TEACHING** During the post-tenure review period, the faculty member does not meet the criteria for "Meets Standards."
<u>Meets Standards</u>: This performance level demonstrates the minimum required accomplishments for a faculty member.	**MEETS STANDARDS – TEACHING** 17. 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 post tenure review candidate has designed their course meeting departmental and college expectations. Faculty member contributes to evaluation and redesign of departmental curriculum. 18. Faculty member uses professional expertise and ongoing scholarly activities to improve courses and enrich student learning. 19. Faculty incorporates available and appropriate computer and laboratory technology into courses. 20. Faculty demonstrates evidence of using course and program assessment results to improve courses. Assessment of general studies courses comply with departmental and college requirements. 21. 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.

	22. 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. 23. faculty member meets the minimum Handbook requirement of five office hours per week.

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.

Needs Improvement: This rating simply means the faculty member has not accomplished the necessary activities to attain the "Meets Standards" rating.	**NEEDS IMPROVEMENT – SCHOLARLY ACTIVITES** During the post-tenure review period, the faculty member does not meet the criteria for "Meets Standards."
Meets Standards: This performance level demonstrates the minimum required accomplishments for a faculty member.	**MEETS STANDARDS – SCHOLARLY ACTIVITIES** Creative work and scholarly activity supports classroom instruction. The faculty member participates in ongoing scholarly activities that enhance the student learning environment. Examples may include but are not limited to: • maintaining currency in physics and physics education research; • using physics education research pedagogical methods in the classroom • selecting appropriate assignments tied to physics research topics; •

	developing research or pedagogical 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 college 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, 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 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.

Needs Improvement: This rating simply means the faculty member has not accomplished the necessary activities to attain the "Meets Standards" rating.	**NEEDS IMPROVEMENT – SERVICE** During the post-tenure review period, the faculty member does not meet the criteria for "Meets Standards."
Meets Standards: This performance level demonstrates the minimum required accomplishments for a faculty member.	**MEETS STANDARDS – SERVICE** 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, 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. Examples of service activities that meet standards might include, but are not limited to, the following: • 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; • 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.

DEPARTMENT OF PHYSICS

EVAULATION STANDARDS FOR CATEGORY II & CATEGORY III FACULTY

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.

Meets Standards: This performance level demonstrates the minimum	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

required accomplishments for a faculty member.	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 physics 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.
<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.	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 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.

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 physics 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.