

The Attached Departmental Evaluation Guidelines for the Department of

BIOLOGY

at

The Metropolitan State College of Denver

are submitted for Approval

Faculty Vote, December 9, 2011:	13 For	0 Against	1 Abstain
Faculty Vote on Revisions, August 31, 2012:	16 For	0 Against	0 Abstain
Reapproved, September 28, 2012	18 For	0 Against	0 Abstain
Faculty Vote on Revisions, November 9, 2012:	18 For	0 Against	0 Abstain

Approvals:

Department Chair  _____ Date Dec. 15, 2011

Dean _____ Date _____

VPAA _____ Date _____

FRAMEWORK FOR LAS DEPARTMENTAL GUIDELINES

OVERALL EVALUATION STANDARDS:

THE TENURE CANDIDATE SHOULD WRITE A NARRATIVE THAT CLEARLY EXPLAINS THEIR ROLE AS A FACULTY MEMBER. ALTHOUGH LISTED AS 3 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 A LONG 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, THE TENURE CANDIDATE MUST EXPLAIN THEIR APPROACH TO TEACHING FROM AMONG THE FOLLOWING ASPECTS OF TEACHING: 1. HOW THEY INTEGRATE THEIR SCHOLARLY ACTIVITIES AND KNOWLEDGE INTO THEIR TEACHING, 2. DESIGN THEIR COURSES AND 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. THE TENURE CANDIDATE 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 OR WHEN LESS THAN 5 STUDENTS, THEY ARE EVALUATED ACCORDING TO DEPARTMENTAL GUIDELINES. A SINGLE SUMMATIVE PEER

OBSERVATION IS ALSO REQUIRED FOR EVALUATION FOR TENURE.

<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>Minimum requirements and/or Standards for Content Expertise have not been met.</p> <p>NO DEMONSTRATION THAT COURSES ARE REGULARLY UPDATED WITH NEW INFORMATION, AS CONSISTENT WITH THE DISCIPLINE. LITTLE ATTENTION IS GIVEN TO INSTRUCTIONAL DESIGN AND DELIVERY TO NEITHER FACILITATE STUDENT LEARNING NOR USE OF ASSESSMENT TO IMPROVE THE COURSE. IF TEACHING GENERAL STUDIES COURSES, FACULTY MEMBER HAS NOT DESIGNED THE COURSE CONSISTENT WITH THE DEPARTMENT’S AND COLLEGE’S EXPECTATIONS OR HAS NOT DONE THE ASSESSMENT REQUIRED BY THE GENERAL STUDIES PROGRAM. CLASSES ARE NOT EVALUATED USING SRI’S OR THE PATTERN OF SRI’S REMAINS SUBSTANTIALLY BELOW THE PREFIX AVERAGE. FACULTY LACKS SUMMATIVE PEER OBSERVATION OR THE OBSERVATION DOES NOT DEMONSTRATE SOUND PEDAGOGY TO SUPPORT STUDENT LEARNING.</p> <p>FACULTY MEMBER DOES NOT MAINTAIN REGULAR OFFICE HOURS AND MAKES MULTIPLE MISTAKES WHEN ADVISING STUDENTS.</p> <p>The tenure candidate does not produce the minimum amount of work that is needed in “Meets Standards” for teaching as described below.</p>
<p>Meets Standards: This performance level demonstrates the minimum required accomplishments for a faculty member.</p>	<p>MEETS STANDARDS: 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 TENURE CANDIDATE 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 TENURE CANDIDATE DESIGNED THEIR COURSE IN ACCORDNACE WITH THE OFFICIAL COURSE SYLLABUS MEETING, DEPARTMENTAL AND COLLEGE EXPECTATIONS INCLUDING THE WRITING</p>

AND STUDENT LEARNING OUTCOME EXPECTATIONS. ASSESSMENT OF GENERAL STUDIES COURSES COMPLY WITH DEPARTMENTAL AND COLLEGE REQUIREMENTS. 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 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. FACULTY MEMBER THOROUGHLY AND ACURATELY ADVISES STUDENTS, USING PROFESSIONAL KNOWLEDGE AND CONTACTS WHEN POSSIBLE.

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

1- Courses are kept current and new materials are added to courses, such as a doption 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

Probationary faculty members will have at least two of their courses evaluated by peer observers each semester (excluding summer). Peer observers will be tenured biology faculty members chosen by the Department Chair (one will be by the chair) 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.

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- Expands on content knowledge through self-study and scholarly activities listed below to improve courses, along with continued course improvement based on assessment results and student feedback; AND

5- Receives SRI's that are consistently near or above the prefix average for same level course. If below this, he/she has shown a trend of improvement toward the prefix average for same level courses as a result of shifting instructional content and/or design and/or delivery and incorporating feedback from student commentary; AND

6- Receives a summative peer observation that addresses strong pedagogy to facilitate student learning; 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, self-paced, correspondence), 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

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

	<p>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; AND</p> <p>8-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 college expectations including the writing and student learning outcome expectations. Additionally, assessment activities must comply with departmental and college 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: DURING THE PROBATIONARY PERIOD, THE FACULTY MEMBER DOES NOT PRODUCE WORK THAT IS ACCEPTED THROUGH PEER REVIEWED OR JURIED REVIEW AT A NATIONAL OR INTERNATIONAL LEVEL</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 1-6 in “Meets Standards” for</p>
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	scholarly activity below.
<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 DISCIPLINARY OR PEDAGOGICAL OR CREATIVE WORK ACCEPTED IN A PEER-REVIEW PUBLICATION OR THE DISCIPLINARY EQUIVALENT. IN THE ARTS, THE CANDIDATE HAS HAD THEIR CREATIVE WORKS ACCEPTED INTO A REGIONAL, NATIONAL OR INTERNATIONAL JURIED EXHIBITION OR PERFORMANCE. 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 disciplinary creative works accepted in a peer-reviewed publication or broadcast; OR</p> <p>2-One or more pedagogical creative works accepted in a peer-reviewed 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 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</p> <p>5-Evidence of ongoing and significant scientific active research, especially research involving students, that results in peer-reviewed presentations/poster presentations at professional conferences</p>

AND

1- Multiple presentations of their scholarly or creative works accepted after review for presentation at professional meetings; OR

2- Writing grants to outside agencies; OR

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

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

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

6 – Invited presentations/seminars/publications of scholarly work for audiences of professional peers

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 AT THE COLLEGE, 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. HAS NOT MADE ONGOING SIGNIFICANT CONTRIBUTIONS.</p> <p>The tenure candidate does not provide the minimum amount of service that is described by examples 1 - 3 AND one of the examples listed as 1-7 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><i>MEET MEETS STANDARDS: THE TENURE CANDIDATE MUST DEMONSTRATE SIGNIFICANT CONTRIBUTIONS TO SHARED GOVERNANCE IN THE DEPARTMENT, SCHOOL OR COLLEGE OR WITHIN THEIR DISCIPLINARY ORGANIZATION OR CONTRIBUTIONS USING THEIR DISCIPLINARY EXPERTISE TO THE COMMUNITY OUTSIDE OF THE COLLEGE. THESE CONTRIBUTIONS MUST BE ONGOING AND MAKE A SIGNIFICANT DIFFERENCE. These contributions often, but not exclusively, take the form of significant committee work.</i></p> <p>Specific examples of “Meets Standards” in service activities for the tenure candidate: 1-Actively and regularly contributes to ongoing department, school or college-level</p>

committees through which a significant amount of time and effort are spent in shared governance; AND

2-Conducts peer observations of affiliate faculty members each semester.

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

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

5-Takes leadership in a special project benefiting the department, school, college 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- providing ongoing public relations efforts on behalf of the College; OR

7-taking over classes for colleagues for a significant and sustained period of time; OR

8-Actively and regularly contributes unpaid service to the community and/or professional organizations that bring recognition to Metropolitan State College 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.
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BIOLOGY DEPARTMENT PROMOTION to PROFESSOR GUIDELINES

Biology Faculty Vote, Sept. 28, 2012	18 For	0 Against	0 Abstain
Vote on Revisions, Nov. 9, 2012	15 For	0 Against	0 Abstain

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 METRO STATE. 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

The successful promotion candidate is expected to keep each course current through review of instructional resources and the regular addition of new materials, as appropriate. The candidate's 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 tenure candidate 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. Sri's are compared to same level courses (lower or upper division) within the prefix. Promotion candidate's sri's are consistently near or above the prefix average for same level 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. Faculty member thoroughly and accurately advises students, using professional knowledge and contacts when possible.

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- Expands on content knowledge through self-study and scholarly activities listed below to improve courses, along with continued course improvement based on assessment results and student feedback; AND
- 5-Receives SRI’s that are consistently near or above the prefix average for same level course. If below this, he/she has shown a trend of improvement toward the prefix average for same level courses as a result of shifting instructional content and/or design and/or delivery and incorporating feedback from student commentary; AND
- 6-Receives one summative peer observation that addresses strong pedagogy to facilitate student learning; AND
- 7-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, self-paced, correspondence), 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
- 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 Banner Tracking or BRM).

Needs Improvement:

The promotion candidate does not produce the minimum amount of work that is needed in “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 1-6 for Scholarly Activity below.

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

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

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

3-Writing and publishing a textbook chapter, textbook, or a discipline-related book; 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

1- Multiple presentations of their scholarly or creative works accepted after review for presentation at professional meetings; OR

2-Writing grants to outside agencies; OR

3- Upgrading of their education through post-graduate training – either private or academic; OR

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

5-Consultation in candidate’s professional area to educational or professional groups or for the federal government or other regional, national or international level organizations ; OR

6 – Invited presentations/seminars/publications of scholarly work for audiences of professional peers.

Needs Improvement:

The promotion candidate does not satisfy the minimum performance described by one of the examples listed as 1-5 AND one of the examples listed as 1-6 in “Meets Standards” for Scholarly Activity above.

SERVICE

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

Meets Standards:

The promotion candidate who “Meets Standards” completes the specific examples listed below as 1 and 2 AND one of the specific examples listed below as 1-8 in Service.

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

1-Actively and regularly contributes to ongoing department, school or college-level committees through which a significant amount of time and effort are spent in shared governance; AND

AND

2-Conducts peer observations of affiliate faculty members each semester.

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, school, college 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 College; 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 College 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 has not made ongoing significant contributions. The faculty member has not provided the minimum amount of service described in "Meets Standards" in service above.

BIOLOGY DEPARTMENT POST-TENURE REVIEW GUIDELINES

January 1, 2013 to December 31, 2013

Biology Faculty Vote, Sept. 28, 2012 18 For 0 Against 0 Abstain

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, facilitate student achievement, and provide audiences for student work. Some might add that the best teaching transmits specific skills or enhances talents that students possess, while others would note that good teaching develops habits of mind or provides models of scholarly, scientific, artistic or professional behavior and inquiry much more important than particular information. Faculty typically aspire to a number of other civic purposes in the classroom that may also include encouraging their students to long for the truth, to aspire to achievement, to emulate heroes, to become just, or to do good, for example.

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-Expands on content knowledge through self-study and scholarly activities listed below to improve courses, along with continued course improvement based on assessment results and student feedback; AND

4-Receives SRI's that are near the prefix average for same level course for the majority of his/her courses during the review period; AND

5- 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 Banner Tracking or BRM).

Needs Improvement:

The post-tenure review candidate does not produce the minimum amount of work that is needed in "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 creative 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 produce the minimum amount of work that is described as “Meets Standards” for scholarly activity 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, 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, non-profit organizations, or government agencies.

Meets Standards:

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

1-Actively and regularly contributes to ongoing department, school or college-level committees through which a significant amount of time and effort are spent in shared governance.

AND

1-Actively and regularly contributes unpaid service to the community and/or professional organizations that bring recognition to Metropolitan State College 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, school, college 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 College; OR

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

Needs Improvement:

The post-tenure review candidate does not produce the minimum amount of work that is described as “Meets Standards” in service above.