

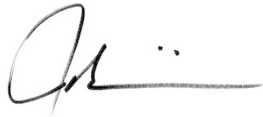
# Department: Biology

## Faculty Evaluation Guidelines Effective August 1, 2023

Biology Faculty Vote:                                      18-For            0-Against            2-Abstain

### Approvals:

Department Chair Sheryl Zajdowicz                                      Date 01-25-2023

Dean                                       Date 01-25-2023

Provost                                       Date May 16, 2023

## **DEFINING FACULTY WORK: VALUES AND GUIDING PRINCIPLES**

Faculty work comprises many intersecting roles, chief among them instructor, scholar, and engaged campus & community partner. These roles have been a foundational standard for decades in higher education. However, as faculty respond to the changing needs and expectations of students, colleagues, and others, the nature of these roles has changed and continues to develop.

The College of Letters, Arts and Sciences (CLAS) is a large academic unit that houses the foundation of human knowledge (arts, humanities, and sciences). Furthermore, we value the diversity within our programs and the contributions of each department. As such, it is essential that we establish guiding principles and values that align with and recognize the many ways faculty meet obligations and expectations tied to their roles.

The process for evaluation and review continues to be established, upheld, and governed by the [Faculty Employment Handbook](#). As stated in this handbook, and in accordance with AAUP Guidelines, departments establish discipline-specific standards for teaching; research, scholarship, creative work; and service. Those discipline-specific standards are the fundamental tools used for our peer review and evaluation process.

The guiding principles and values listed below are intended to provide an overarching and aspirational view for faculty work in CLAS. Departments should view their own standards through the lens of these shared values as they continue to develop and enhance their specific quantitative and qualitative disciplinary expectations for faculty work standards.

### **Teaching & Pedagogy**

Faculty in the CLAS deeply value teaching as an essential and deeply valued act, encompassing a significant aspect of their professional identity. CLAS faculty provide the foundation of human knowledge through the arts, humanities, and sciences. Faculty engage students in the learning process through pedagogy that provides a fundamental disciplinary knowledge. Additionally, they often demonstrate connection points and applicability of concepts through an interdisciplinary lens and reframe concepts for contemporary audiences through equity-minded and inclusive practices.

As experts in their respective fields, faculty are evaluated on the effectiveness and impact of their teaching through quantitative and qualitative measures. While those measures are department- and discipline-specific, CLAS faculty strive to include, but are not limited to, several of the following goals and principles in their teaching:

- Well-designed courses that clearly align learning outcomes for the course, degree, program, and general studies category/course outcomes where appropriate;
- Conveying their disciplinary expertise in an engaged teaching style, bringing enthusiasm for knowledge and intellectual inquiry to the learning environment. This is a faculty member's most effective approach to attracting and retaining students to the discipline and institution;

- Clear linkages between content, relevance, application, and practice;
- Intentional alignment between assignments, activities, and experiences to the learning outcomes and purpose of the course;
- Use of proven and effective teaching practices ([High-Impact Practices](#) as one example) when appropriate and effective;
- Developing and enhancing students' ability to demonstrate intellectual competencies and essential skills within and across disciplinary boundaries;
- Broadening disciplinary foci to include diverse perspectives, historically minoritized voices, anti-racist practices, and/or addressing the absence of marginalized populations within historically homogenized primary sources and/or fields;
- Modernizing and enhancing pedagogy with a focus on inclusive and equity-centered practices; use of new and accessible technology; high-quality low- and no-cost options for student materials (OER as one example); and intentionally designed educational experiences as it pertains to course delivery and modality;
- Effective academic guidance and mentorship in the form of availability through regular, consistent office hours and additional connection opportunities (e.g. hallway conversations, before and after class, separate appointments, etc.). Students are then provided an opportunity not only to discuss topics specific to a class, but also major/career aspirations, course recommendations, and post-graduation pathways. This work complements the work of our institution's professional advisors, with each department and/or discipline making determinations on implementation.

The teaching narrative portion of the Promotion, Retention, Tenure, and Post-Tenure review should move beyond the quantitative listing of courses taught, students enrolled, and SRI scores. These metrics, used broadly, can point to overarching themes and trends, but should not necessarily be used as the only indicator of effective teaching.

The narrative presents the opportunity for faculty to reflect on their teaching and report successes; highlight any modification or innovation in their classroom; describe the application of interdisciplinary approaches and connection points for students; or detail enhancements of current materials, experimentation with new approaches, and any tangible impacts the course might have had on the students, including aspects of DEI pedagogy and practice in these areas.

### **Research, Scholarship, & Creative Work**

The creation, acquisition, and dissemination of new knowledge is a hallmark of higher education. CLAS faculty are actively involved in creating new knowledge within their fields, integrating existing knowledge to share with new audiences, and applying disciplinary knowledge and expertise to address contemporary problems. Within a college as large and diverse as CLAS, scholarly and disciplinary impact is vast and constantly developing. The products, venues, and vehicles for distribution of research, scholarship, and creative work vary widely across CLAS.

Despite these necessary distinctions, the overarching foci and scope of research, scholarship, and creative work (RSCW) in CLAS includes **one or more** of the following assumptions:

- Meaningful and recognized intellectual and/or artistic contributions to or across disciplines, typically involving a method of peer review and/or peer recognition through traditional publishing, invitations to prestigious venues, impactful disciplinary gatherings, or new and emerging modalities;
- Development, creation, or establishment of new trends or discoveries within or across disciplines (cross-, multi-, and interdisciplinary), recognized by peers and/or external

- audiences for its impact, consequence, and potential to alter, enhance, support, or refute traditional or established assumptions within or across disciplines;
- Interconnectedness between RSCW and the content and/or practice of teaching. This includes, but is not limited to, using RSCW to inform course content, pedagogy, undergraduate research, and attract students to the discipline;
  - Demonstrable impact of community-engaged scholarship that improves, enhances, or creates mutually beneficial outcomes for the public good (which may also intersect faculty work in their service category);
  - Contributions that elevate the public and intellectual reputation of the institution, college, or department and aligns with the mission, vision, and principles of the institution, college, or department.

The RSCW narrative portion of the Promotion, Retention, Tenure, and Post-Tenure review is an opportunity to provide context for RSCW, not solely list activities. If we are to understand and value our colleagues work through peer review, it is important for the narrative to address the impact of work on a variety of audiences, including those outside MSU Denver; acknowledge academic work that may be forging new trends or ways of thought in our disciplines; recognize promising new mediums and modalities for the distribution of RSCW; and provide overarching reasons why the work is important and worthy of recognition.

## Service

Service to the institution and profession is an essential facet of faculty work, it is expected of individuals in faculty roles, and much of service supports the academic institution's foundation of faculty governance. At its most basic level, it ensures that the governance and operational aspects of running an institution are in place and the academy continues to function and thrive. At a more meaningful level, service is how we give back to our students, our colleagues, and our disciplines. Furthermore, building networks, partnerships, and community is a foundational part of faculty work that takes time, care, and reciprocity. Building networks and partnerships through attending and organizing events as well as contributing to a network's communications helps actualize the university and college mission.

For service to be a consequential endeavor, the responsibilities should align with a faculty member's interests and passions whenever possible. It is important to acknowledge that service is not always visible, nor is it always tied to committees. When making service assignments, department chairs should assure that the work is equally distributed and truly valued in the evaluation process.

Service is recognized and evaluated as a **collection** of the following factors:

- **Time Commitment.** Estimate a proportion of time spent in conjunction with the service percentage expectation in a faculty member's workload. This can then be broken down into hours per week, weeks per semester, etc. Acknowledging that most academic work is cyclical, there will be weeks when time commitment for service is great, and weeks when it is far less.
- **Scope.** The nature of faculty governance and service lends itself to hierarchies among work that divides into groups: university, college, department/program; curriculum, policy, events; national, state, local; etc. Department guidelines should address scope of work when assessing service commitments and obligations.

- **Outcome & Impact.** Consider the product or outcome generated from the work and the impact on its intended recipients. Department guidelines should acknowledge impact through the lens of their disciplinary values, purpose, and common good.
- **Role.** Serving as a chair or leader of a committee, project, or engagement effort will typically increase the impact (and sometimes time commitment) of the service obligation for the faculty member. Defining roles on committees and in other service is an important element in establishing efficient, equitable, and meaningful service expectations.
- **Special Project or Task Force.** Serving on an ad-hoc group to solve long-standing or immediate issues beyond the typical role of a service commitment (committee, professional organization, community engagement group) typically increases the impact (and sometimes time commitment) of the service obligation.
- **Student Guidance and Mentorship (non-academic).** CLAS acknowledges that women, faculty of color, LGBTQIA+ faculty, and other historically minoritized faculty groups often find themselves with increased time commitments serving students that identify with them. This work often falls under the category of “Invisible Service.” Due to a need for service across the institution, a faculty member’s entire service component cannot be exclusively dedicated to this type of service. It is, however, an important part of faculty work and should be acknowledged in a manner that best suits the different departments and disciplines in CLAS.

The Service narrative portion of the Promotion, Retention, Tenure, and Post-Tenure review is an opportunity to provide context for faculty work, as well as how it aligns with a faculty member’s overall/future career trajectory and passions. If we are to understand and value our colleagues’ work through peer review, it is important for the narrative to address the complex and varied intersection of service commitments. This will be presented as a collection of service work that can be both quantified and qualified, culminating as an impactful and meaningful part of the faculty portfolio.

## AREAS OF PERFORMANCE

MSU Denver faculty are reviewed on their performance in three areas: teaching, scholarly activities, and service. All relevant and official information may be considered in the course of any review or evaluation.

### EVALUATION STANDARDS/CRITERIA

Each performance area has standards/criteria that provide the basis for evaluation:

1. **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.
  - a. **NOTE TO REVIEWERS:** Numerous studies have reported that student evaluations of teaching are influenced by various forms of biases and are poor measures for teaching effectiveness. As such, numerical SRI values will not be used in departmental review to determine whether a faculty member “Meets Standards” or “Needs Improvement” for Teaching. Instead, per the Faculty Handbook (II.C.1), the faculty member must describe in their narrative how the “faculty member has read, reflected upon, and addressed student comments contained in their SRI evaluations.” SRI numerical values will only be considered if the faculty member explicitly highlights them in their narrative.
2. **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.
3. **Service:** Faculty engage in service when they participate in the shared governance and good functioning of the institution; service to the institution can be at the program, department, college, or university level. Beyond the institution, faculty engage in service when they use their disciplinary and/or professional expertise and talents to contribute to the betterment of their multiple environments, such as regional communities, professional and disciplinary associations, nonprofit organizations, or government agencies.
4. **Flexibility:** The department recognizes that faculty within the department have a diverse range of expertise and interests. In acknowledgement of these differences, the department allows for flexibility for faculty to focus their percentage efforts on areas where their strengths and interests exist. Any deviation of percentage efforts will be decided in collaboration between the faculty member and department chair and will take into consideration the overall needs of the department. Upon approval by the department chair, a letter outlining the differential efforts and expectations will be provided and should be uploaded to the Portfolio management system.
5. **Other Duties:** Faculty engaged in other duties, including faculty on reassigned time to serve in roles such as Department Chairs, Directors, or Coordinators, will be reviewed on those activities.

## **COLLEGE OF LETTERS, ARTS AND SCIENCES**

### **General Standards of Performance for Faculty**

To clarify expectations, the College of Letters, Arts and Sciences has established a set of General Standards of Performance for all faculty members within the College. Compliance with CLAS General Standards is a prerequisite to a satisfactory performance rating on faculty evaluations. University policies are in the Faculty Employment Handbook, the catalog and on the policy website. College policies are under the purview of the Dean in consultation with the academic department Chairs. Departmental policies are established by the Chair in consultation with the Dean and their Faculty. The General Standards of Performance for the Faculty in the College of Letters, Arts and Sciences are:

1. Timely performance of responsibilities and other responsibilities as specified in the faculty member's contract, the Handbook, and in accordance with the academic and procedural calendars including submission of grades by the deadline established by the Registrar.
2. Adherence to accepted standards of professional conduct as established by the Handbook and AAUP.
3. Faculty shall be responsible for the conduct of assigned classes and submitting grades by the University deadline; shall provide the chair with timely notice in the event that they cannot conduct a class (or classes); and, pursuant to written departmental policy, shall arrange, when possible, for instruction to be provided when they cannot be present — either by a substitute or by class assignment.
4. During the first week of class faculty shall present to all students attending class a syllabus containing the course description, their grading criteria, CLAS syllabus policies and special notices required by law or institutional policy.
5. Faculty shall, as established by departmental policies, adopt such procedures as necessary to assure that adequate and accurate records of student performance are maintained.
6. Full-time faculty shall establish, post, and keep a minimum of 5 office hours weekly during each academic term of the regular academic year.
7. The normal teaching load for full-time Tenure-track faculty (Category I) is 18 semester credit hours per academic year, and to be available to support students one week prior to the beginning of each semester and one week following the end of the final exams each semester<sup>1</sup>
8. In addition to teaching their classes, full-time faculty members shall prepare for classes, evaluate students' performance, confer with and advise students. Tenure-line faculty will participate in committee work, scholarly activities, service and other appropriate professional activities. Full-time faculty are expected to devote an average of at least 40 hours per week during the contract year to meeting their teaching and other obligations.
9. Faculty shall keep syllabi and student records for all classes for one calendar year after the end of the semester in which the course was taught.
10. Faculty shall respond to emails in a timely manner as established by their departmental policies when classes are in session.
11. Faculty shall respond to emails in a timely manner as established by their departmental policies.

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<sup>1</sup> The expectation that faculty should be available one week prior to the start of classes and one week following final exams does not necessitate the faculty being physically present on campus during this time. However, they should be responsive to student queries and should be available, if required, to engage in University business.

## **PORTFOLIOS FOR TENURE AND PROMOTION TO ASSOCIATE PROFESSOR**

Portfolio shall include the following, as outlined in the Faculty Employment Handbook:

1. Cover Sheet
2. Narrative Statement – 3-8 pages in length– presenting a reflective self-assessment to highlight accomplishments and indicate plans for the future. This statement should present one’s best case to disciplinary colleagues and to colleagues across the University community.
3. Annotated Curriculum Vitae listing comprehensive and detailed faculty work in the areas of performance. (An example of an annotated CV can be found in the Guidebook for Portfolio Preparation, published by the Office of the Provost.) Annotations should provide brief explication of scholarly work completed or in progress or of service contributions. When possible, listings should include World Wide Web citations.
4. Student Ratings of instruction as outlined in the Faculty Employment Handbook
5. All Letters of Review from the previous tenure/promotion review, all Letters of Review from post-tenure reviews, and any responses to the above from the faculty member.
6. Reassigned time reports and evaluations, when relevant, since most recent major review
7. Additional materials to document the work the faculty member has done (as many as nine items or as few as four items). At least two must be from the Teaching category and one each from the Scholarly Activities and Service categories.
8. Any level of review may request relevant and official information not present in the faculty Portfolio to assist the evaluation process. Only Provost-approved requests constitute official and relevant information. Any additional Provost-approved materials must be addressed in the Letters of Review and supporting documents included as an appendix thereto.



## CANDIDATES FOR TENURE AND PROMOTION FROM ASSISTANT TO ASSOCIATE PROFESSOR

Faculty will submit a Portfolio for review, following the guidelines established in the Faculty Employment Handbook.

### BIO RATING SCALE:

The following rating scale will be applied to tenure track faculty portfolios:

<b>Meets Standards:</b>	Faculty member has “ <b>Meets Standards</b> ” in the areas of teaching, scholarly activity, service, and other duties as specified in the “Expectations for Tenure and Promotion from Assistant to Associate Professor” section of this document.
<b>Needs Improvement:</b>	Faculty member needs improvement in at least 1 of the areas of teaching, scholarly activity, or service as specified in the “Expectations for Tenure and Promotion from Assistant to Associate Professor” section of this document.

In reviewing faculty performance using these ratings, evaluators shall conscientiously adhere to the descriptions of each rating category, taking care to acknowledge differing levels of performance among faculty members.

## **BIOLOGY EVALUATION GUIDELINES FOR TENURE AND PROMOTION TO ASSOCIATE PROFESSOR**

*Tenure candidates are evaluated by the departmental guidelines in place at the time of their hiring. In BIO, our mission is to provide students with comprehensive knowledge of biological principles and the analytical and technical skills training to make them competitive in their future pursuits. Our department recognizes that scholarship contributes to our ability to enhance the learning experiences that we provide for our students, whether it be in the classroom or in the laboratory setting; therefore, we value scholarly activities that enrich faculty expertise in the discipline and/or engage students in our scholarly activities. As contributing members to the university and to our profession, we strive to collaborate and to engage in meaningful service either at the university, college, department, community, or professional levels.*

In addition to meeting the contractual responsibilities defined in the Faculty Employment Handbook, candidates for tenure on a ‘standard’ percentage breakdown, defined as 60% effort in teaching, 20% effort in scholarship, and 20% effort in service, are expected – at a minimum – to meet the following criteria. We acknowledge that these percentages are not tied to direct time measurements, since effort in these areas is complex and multifaceted; hours invested isn’t necessarily an accurate reflection of effort or meaningful contribution. Any deviation of percentage efforts will be decided in collaboration between the faculty member and department chair and will take into consideration the overall needs of the department. Upon approval by the department chair, a letter outlining the differential efforts and expectations will be provided and should be uploaded to the Portfolio management system; these differences will also be included in the review letter from the department chair.

Tenure candidates should write a narrative that clearly explains their role as a faculty member. Although listed as three separate areas of evaluation, teaching, scholarly activities, and service often interact and integrate within a faculty member’s responsibilities. When possible, this interplay should be discussed in the portfolio narrative along with how the faculty member has grown through their probationary period. The standards for teaching, scholarly activities, and service are outlined clearly on page 2 of this document.

## TEACHING

### EVALUATION STANDARDS FOR TEACHING

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

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

### **GUIDELINE TO ACHIEVE TENURE:**

In their narrative, tenure candidates must explain their approach to teaching from among the following aspects of teaching: how they 1. Integrate their scholarly activities and knowledge into their teaching, 2. Design their courses, 3. Deliver material to facilitate student learning, and 4. Use assessment results to improve their courses. The faculty member also discusses student advising, linking it with their courses, scholarly activities and professional service, as appropriate. Tenure candidates should reflect on their growth in teaching through the probationary period.

As outlined in the Faculty Handbook, in their narrative, a tenure candidate presents a reflective self-assessment, highlights accomplishments, and indicates plans for the future; shows that the faculty member has read, reflected upon and addressed student comments contained in their SRI evaluations.

<b>Needs Improvement: This rating simply means the faculty member has not accomplished all the necessary activities to attain the “Meets Standards” rating.</b>	The tenure candidate does not perform at the level of “Meets Standards” for teaching as described below.
<b>Meets Standards: This performance level demonstrates the minimum required accomplishments for a faculty member.</b>	COURSES ARE KEPT CURRENT, DESIGNED TO FACILITATE STUDENT LEARNING, ALIGNED WITH OFFICIAL COURSE SYLLABI, AND EXPECTATIONS FOR STUDENT PERFORMANCE ARE CLEARLY COMMUNICATED. ADDRESSES TRENDS IDENTIFIED IN STUDENT FEEDBACK IN SRIs. BIOLOGY PEER EVALUATIONS “MEET STANDARDS”. FACULTY MEMBER KEEPS SCHEDULED OFFICE HOURS AND PROVIDES ACCURATE ACADEMIC ADVISING TO STUDENTS.  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 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, or implementation and/or customization of Open Educational Resources (OER); <b>AND</b>  2. Multiple approaches are used for students with different learning styles and are made accessible through the use of multimedia, the Access Center, and one-on-one meetings with students; <b>AND</b>

	<ol style="list-style-type: none"> <li>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; <b>AND</b></li> <li>4. Continued course improvement through either self-study, scholarly activities, or based on assessment results and student feedback; <b>AND</b></li> <li>5. Work is ongoing toward addressing constructive student feedback through shifting instructional content and/or design and/or delivery; <b>AND</b></li> <li>6. Probationary faculty members will have at least two of their courses evaluated by peer observers per year (excluding summer) for the first two years. Then they will have at least one course evaluated per year for the remainder of the probationary period. Peer observers will be tenured biology faculty members chosen by the Department Chair in consultation with the faculty member. The Chair will serve as peer observer once per year for the first two years. 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; <b>AND</b></li> <li>7. Develops or revises curriculum by one or more of these activities: designing or substantially modifying laboratory exercises or course materials, designing or using new instructional equipment or methods, developing a new course (not previously taught) in the department, developing a new delivery format for a course (e.g. online), creating and offering an independent study, internship, or other individualized course, substantially modifying or redesigning an existing course, developing program modifications (e.g. curriculum modification forms for Biology program changes), developing a web site specifically for a course; <b>AND</b></li> <li>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, virtual, 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 degree progress reports, and maintains records of advising sessions; <b>AND</b></li> </ol>
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	<p>9. Note: <i>If</i> the tenure-candidate teaches General Studies courses, the faculty member designs and teaches their courses in accordance with the official course syllabus, meeting departmental and university expectations including the writing and student learning outcome expectations. Additionally, assessment activities must comply with departmental and university requirements. Faculty should provide assessment data to the departmental Assessment committee upon request.</p> <p>10. Note: <i>If</i> the tenure-candidate teaches a course that is routinely used for program assessment, faculty should provide assessment data to the departmental Assessment committee upon request.</p>
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## SCHOLARLY ACTIVITIES

### 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 puzzles.

### **GUIDELINE TO ACHIEVE TENURE:**

Tenure candidate must demonstrate in their narrative and annotated curriculum vitae that they have made one or more major contributions to their discipline that have been peer reviewed or accepted by a jury. Please note that there is no expectation for first or sole authorship for peer-reviewed disciplinary, pedagogical, or creative works accepted for publication.

<p><b>Needs Improvement: This rating simply means the faculty member has not accomplished all the necessary activities to attain the “Meets Standards” rating.</b></p>	<p>Minimum requirements and/or Standards have not been met. The tenure candidate does not satisfy the minimum performance described by one of the examples listed as 1-4 <b>AND</b> one of the examples listed as 5-11 in “Meets Standards” for scholarly activity as described below.</p>
<p><b>Meets Standards: This performance level demonstrates the minimum required accomplishments for a faculty member.</b></p>	<p>During their probationary period the tenure candidate has had a peer-reviewed disciplinary or pedagogical or creative work accepted in a publication or the disciplinary equivalent. Additionally, they have had multiple presentations of their scholarly or creative works accepted after review for presentation at professional meetings, or any of the other listed possible activities below that 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> <ol style="list-style-type: none"> <li>1. One or more peer-reviewed disciplinary works accepted in a publication or broadcast; <b>OR</b></li> <li>2. One or more peer-reviewed pedagogical works accepted in a publication; <b>OR</b></li> <li>3. Writing and publishing a textbook chapter, textbook, or a discipline-related book that is reviewed by peers and/or editors; <b>OR</b></li> <li>4. Writing and publishing several items of ancillary textbook/lab manual materials (test bank, solutions manual, software, illustrations) through a recognized commercial publishing company that are reviewed by peers and/or editors, or materials undergoing rigorous peer-review or professional editor review for prepublication content through reputable OER sites;</li> </ol> <p style="text-align: center;"><b>AND</b></p>

	<ol style="list-style-type: none"><li>5. Evidence of active scientific research, especially research involving undergraduate students, resulting in dissemination of their work (including MSU Denver Undergraduate Research Conference); <b>OR</b></li><li>6. Multiple presentations including mentored presentations of their scholarly or creative works (e.g. film or OER materials) accepted for presentation at local, regional, national, or international conferences; <b>OR</b></li><li>7. Writing grants to outside agencies; <b>OR</b></li><li>8. Invited presentations/seminars/publications of scholarly work; <b>OR</b></li><li>9. Demonstrable impact of community-engaged scholarship that improves, enhances, or creates mutually beneficial outcomes for the public good; Significant consultation in candidate's professional area to educational or professional groups or for the federal government or other local, regional, national, or international level organizations; <b>OR</b></li><li>10. Significant upgrading of their education through post-graduate training – either private or academic; <b>OR</b></li><li>11. Obtaining a new degree, licensure or specialty certification or skill related to their professional expertise and teaching assignments.</li></ol>
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## SERVICE

### EVALUATION STANDARDS FOR SERVICE:

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

### GUIDELINE TO ACHIEVE TENURE:

Tenure candidate must demonstrate in their narrative that they have participated in shared governance at the university and used their disciplinary or professional expertise to make an unpaid contribution to their professional organizations or the community outside of the university.

<p><b>Needs Improvement: This rating simply means the faculty member has not accomplished all the necessary activities to attain the “Meets Standards” rating.</b></p>	<p>Minimum requirements and/or Standards for Service have not been met. The tenure candidate does not provide the minimum amount of service that is described in “Meets Standards” in service below.</p>
<p><b>Meets Standards: This performance level demonstrates the minimum required accomplishments for a faculty member.</b></p>	<p>The tenure candidate must demonstrate significant contributions to shared governance in the department, college, or university or within their disciplinary organization or contributions using their disciplinary expertise to the community outside of the university. These contributions often, but not exclusively, take the form of significant committee work.</p> <p>Specific examples of “Meets Standards” in service activities for the tenure candidate:</p> <ol style="list-style-type: none"> <li>1. Actively and regularly contributes to ongoing department, college, or university-level committees through which a significant amount of time and effort are spent in shared governance, and conducts peer observations of affiliate faculty members; <b>AND</b></li> <li>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; <b>OR</b></li> <li>3. Actively serves as a faculty supervisor to an ongoing student group requiring continued guidance; <b>OR</b></li> <li>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; <b>OR</b></li> <li>5. Serves on the Faculty Senate and Faculty Senate committees; <b>OR</b></li> <li>6. Takes leadership in a special project benefiting the department, college, university, or professional community such as writing narratives for program review, coordinating ordering or moving,</li> </ol>



	<p>coordinating and overseeing several labs, ongoing training and supervising several work study students or teaching assistants; <b>OR</b></p> <p>7. Provides ongoing public relations efforts on behalf of the university; <b>OR</b></p> <p>8. Takes over classes for colleagues for a significant period of time; <b>OR</b></p> <p>9. Reviews grant proposals for the university, a professional organization, or a granting agency; <b>OR</b></p> <p>10. Serves on the advisory or governing board for a scientific/professional, governmental, or non-governmental organization; <b>OR</b></p> <p>11. Serves as a manuscript or abstract reviewer for a professional journal or organization; <b>OR</b></p> <p>12. Reviews scholarship applications for university or external organizations; <b>OR</b></p> <p>13. Actively and regularly contributes unpaid service to the community and/or professional organizations that bring recognition to Metropolitan State University of Denver or the faculty member's professional discipline through pro bono consultations, serving as a community or professional organization board member, organizing a professional conference, participating in ongoing K-12 activities, or presenting seminars for community or civic groups.</p>
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## PROMOTION TO PROFESSOR

*All faculty must meet the contractual responsibilities defined in the Faculty Employment Handbook and adhere to all policies and procedures set forth in the Faculty Employment Handbook as a prerequisite to successful promotion. Additionally, faculty must have met the minimum time-in-rank to be eligible for promotion to a higher rank, regardless of discipline which is a minimum of four years in rank as Associate Professor at a regionally accredited baccalaureate-granting institution of higher education, two of which must have been at MSU Denver. In determining years in rank, the current year (year in progress) during which application for promotion is made is counted as a year of service toward the requirement for time in rank. There is no appeal for a denial of promotion. A faculty member who is denied promotion may apply for promotion in a subsequent year.*

## PORTFOLIOS FOR PROMOTION TO PROFESSOR

Portfolio shall include the following, as outlined in the Faculty Employment Handbook:

1. Cover Sheet
2. Narrative Statement – 3-8 pages in length– presenting a reflective self-assessment to highlight accomplishments and indicate plans for the future. This statement should present one’s best case to disciplinary colleagues and to colleagues across the University community.
3. Annotated Curriculum Vitae listing comprehensive and detailed faculty work in the areas of performance. (An example of an annotated CV can be found in the Guidebook for Portfolio Preparation, published by the Office of the Provost.) Annotations should provide brief explication of scholarly work completed or in progress or of service contributions. When possible, listings should include World Wide Web citations.
4. Student Ratings of instruction as outlined in the Faculty Employment Handbook 5. All Letters of Review from the previous tenure/promotion review, all Letters of Review from post-tenure reviews, and any responses to the above from the faculty member.
5. Reassigned time reports and evaluations, when relevant, since most recent major review
6. Additional materials to document the work the faculty member has done (as many as nine items or as few as four items). At least two must be from the Teaching category and one each from the Scholarly Activities and Service categories.
7. Any level of review may request relevant and official information not present in the faculty Portfolio to assist the evaluation process. Only Provost-approved requests constitute official and relevant information. Any additional Provost-approved materials must be addressed in the Letters of Review and supporting documents included as an appendix thereto.

## PROMOTION TO PROFESSOR AND POST-TENURE REVIEW

### BIO RATING SCALE:

The following rating scale will be applied to **tenured** faculty portfolios:

<b>Meets Standards:</b>	Faculty member has “ <b>Meets Standards</b> ” in the areas of teaching, scholarly activity, service, as specified in the “Guidelines for Promotion” or “Guidelines for PTR” sections of this document.
<b>Needs Improvement:</b>	Faculty member needs improvement in at least 1 of the areas of teaching, scholarly activity, or service as specified in the “Guidelines for Promotion” or “Guidelines for PTR” sections of this document.

## **BIOLOGY DEPARTMENT PROMOTION to PROFESSOR GUIDELINES**

*For promotion to Professor, there is an expectation for a record of significant accomplishment in all three areas: teaching, scholarly activity, and service. In BIO, our mission is to provide students with comprehensive knowledge of biological principles and the analytical and technical skills training to make them competitive in their future pursuits. Our department recognizes that scholarship contributes to our ability to enhance the learning experiences that we provide for our students, whether it be in the classroom or in the laboratory setting; therefore, we value scholarly activities that enrich faculty expertise in the discipline and/or engage students in our scholarly activities. As contributing members to the university and to our profession, we strive to collaborate and to engage in meaningful service either at the university, college, department, community, or professional levels.*

In addition to meeting the contractual responsibilities defined in the Faculty Employment Handbook, candidates for promotion on a ‘standard’ percentage breakdown, defined as 60% effort in teaching, 20% effort in scholarship, and 20% effort in service, are expected – at a minimum – to meet the following criteria. We acknowledge that these percentages are not tied to direct time measurements, since effort in these areas is complex and multifaceted; hours invested isn’t necessarily an accurate reflection of effort or meaningful contribution. Any deviation of percentage efforts will be decided in collaboration between the faculty member and department chair and will take into consideration the overall needs of the department. Upon approval by the department chair, a letter outlining the differential efforts and expectations will be provided and should be uploaded to the Portfolio management system; these differences will also be included in the review letter from the department chair.

# TEACHING

## 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 FOR PROMOTION:**

In their narrative, promotion candidates must explain their approach to teaching from among the following aspects of teaching: how they 1. Integrate their scholarly activities and knowledge into their teaching, 2. Design their courses, 3. Deliver material to facilitate student learning, and 4. Use assessment results to improve their courses. The faculty member also discusses student advising, linking it with their courses, scholarly activities and professional service, as appropriate. Promotion candidates should reflect on their growth in teaching through the review period.

<b>Needs Improvement: This rating simply means the faculty member has not accomplished all of the necessary activities to attain the “Meets Standards” rating.</b>	The promotion candidate does not perform at the level of “Meets Standards” for teaching as described below.
<b>Meets Standards: This performance level demonstrates the minimum required accomplishments for a faculty member.</b>	COURSES ARE KEPT CURRENT, DESIGNED TO FACILITATE STUDENT LEARNING, ALIGNED WITH OFFICIAL COURSE SYLLABI, AND EXPECTATIONS FOR STUDENT PERFORMANCE ARE CLEARLY COMMUNICATED. ADDRESSES TRENDS IDENTIFIED IN STUDENT FEEDBACK IN SRIs. FACULTY MEMBER KEEPS SCHEDULED OFFICE HOURS AND PROVIDES ACCURATE ACADEMIC ADVISING TO STUDENTS.  Specific examples of “Meets Standards” in teaching for the promotion candidate:  <ol style="list-style-type: none"><li>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, or implementation and/or customization of Open Educational Resources (OER); <b>AND</b></li><li>2. Multiple approaches are used for students with different learning styles and are made accessible through the use of multimedia, the Access Center, and one-on-one meetings with students; <b>AND</b></li><li>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,</li></ol>

	<p>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; <b>AND</b></p> <ol style="list-style-type: none"> <li>4. Continued course improvement through either self-study, scholarly activities, or based on assessment results and student feedback; <b>AND</b></li> <li>5. Work is ongoing toward addressing constructive student feedback through shifting instructional content and/or design and/or delivery; <b>AND</b></li> <li>6. Develops or revises curriculum by one or more of these activities: designing or substantially modifying laboratory exercises or course materials, designing or using new instructional equipment or methods, developing a new course (not previously taught) in the department, developing a new delivery format for a course (e.g. online), creating and offering an independent study, internship, or other individualized course, substantially modifying or redesigning an existing course, developing program modifications (e.g. curriculum modification forms for Biology program changes), developing a web site specifically for a course; <b>AND</b></li> <li>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, virtual, 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 degree progress reports, and maintains records of advising sessions.</li> <li>8. Note: <i>If</i> the promotion candidate teaches General Studies courses, the faculty member designs and teaches their courses in accordance with the official course syllabus, meeting departmental and university expectations including the writing and student learning outcome expectations. Additionally, assessment activities must comply with departmental and university requirements. Faculty should provide assessment data to the departmental Assessment committee upon request.</li> <li>9. Note: <i>If</i> the promotion candidate teaches a course that is routinely used for program assessment, faculty should provide assessment data to the departmental Assessment committee upon request.</li> </ol>
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## SCHOLARLY ACTIVITIES

### **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 puzzles.

### **GUIDELINE TO ACHIEVE PROMOTION:**

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, including mentoring undergraduates in research. The promotion candidate must demonstrate in their narrative and annotated curriculum vitae that they have made one or more major contributions to their discipline that have been peer-reviewed or accepted by a jury. Please note that there is no expectation for first or sole authorship for peer-reviewed disciplinary, pedagogical, or creative works accepted for publication.

<p><b>Needs Improvement: This rating simply means the faculty member has not accomplished all the necessary activities to attain the “Meets Standards” rating.</b></p>	<p>Minimum requirements and/or Standards have not been met. The promotion candidate does not satisfy the minimum performance described by one of the examples listed as 1-4 <b>AND</b> one of the examples listed as 5-11 in “Meets Standards” for scholarly activity as described below.</p>
<p><b>Meets Standards: This performance level demonstrates the minimum required accomplishments for a faculty member.</b></p>	<p>The promotion candidate has had a peer-reviewed disciplinary or pedagogical or creative work accepted in a publication or the disciplinary equivalent. Additionally, they have had multiple presentations of their scholarly or creative works accepted after review for presentation at professional meetings, or other possible activities 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 promotion candidate:</p> <ol style="list-style-type: none"> <li>1. One or more peer-reviewed disciplinary works accepted in a publication or broadcast; <b>OR</b></li> <li>2. One or more peer-reviewed pedagogical works accepted in a publication; <b>OR</b></li> <li>3. Writing and publishing a textbook chapter, textbook, or a discipline-related book that is reviewed by peers and/or editors; <b>OR</b></li> </ol>



	<p>4. Writing and publishing several items of ancillary textbook/lab manual materials (test bank, solutions manual, software, illustrations) through a recognized commercial publishing company that are reviewed by peers and/or editors, or materials undergoing rigorous peer-review or professional editor review for prepublication content through reputable OER sites;</p> <p><b>AND</b></p> <p>5. Evidence of active scientific research, especially research involving undergraduate students, resulting in dissemination of their work (including MSU Denver Undergraduate Research Conference); <b>OR</b></p> <p>6. Multiple presentations including mentored presentations of their scholarly or creative works (e.g. film or OER materials) accepted for presentation at local, regional, national, or international conferences; <b>OR</b></p> <p>7. Writing grants to outside agencies; <b>OR</b></p> <p>8. Invited presentations/seminars/publications of scholarly work; <b>OR</b></p> <p>9. Demonstrable impact of community-engaged scholarship that improves, enhances, or creates mutually beneficial outcomes for the public good; Significant consultation in candidate’s professional area to educational or professional groups or for the federal government or other local, regional, national or international level organizations; <b>OR</b></p> <p>10. Significant upgrading of their education through post-graduate training – either private or academic; <b>OR</b></p> <p>11. Obtaining a new degree, licensure or specialty certification or skill related to their professional expertise and teaching assignments.</p>
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## SERVICE

### **EVALUATION STANDARDS FOR SERVICE:**

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

### **GUIDELINE TO ACHIEVE PROMOTION:**

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

<p><b>Needs Improvement: This rating simply means the faculty member has not accomplished all the necessary activities to attain the “Meets Standards” rating.</b></p>	<p>Minimum requirements and/or Standards for Service have not been met. The promotion candidate does not provide the minimum amount of service that is described in “Meets Standards” in service below.</p>
<p><b>Meets Standards: This performance level demonstrates the minimum required accomplishments for a faculty member.</b></p>	<p>The promotion candidate must demonstrate significant contributions to shared governance in the department, college, university, or within their disciplinary organization or contributions using their disciplinary expertise to the community outside of the university. These contributions often, but not exclusively, take the form of significant committee work.</p> <p>Specific examples of “Meets Standards” in service activities for the promotion candidate:</p> <ol style="list-style-type: none"> <li>1. Actively and regularly contributes to ongoing department, college, or university-level committees through which a significant amount of time and effort are spent in shared governance, and conducts peer observations of affiliate faculty members; <b>AND</b></li> <li>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; <b>OR</b></li> <li>3. Actively serves as a faculty supervisor to an ongoing student group requiring continued guidance; <b>OR</b></li> <li>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; <b>OR</b></li> <li>5. Serves on the Faculty Senate and Faculty Senate committees; <b>OR</b></li> </ol>

	<ol style="list-style-type: none"><li>6. Takes leadership in a special project benefiting the department, college, university, or professional community such as writing narratives for program review, coordinating ordering or moving, coordinating and overseeing several labs, ongoing training and supervising several work study students or teaching assistants; <b>OR</b></li><li>7. Provides ongoing public relations efforts on behalf of the university; <b>OR</b></li><li>8. Takes over classes for colleagues for a significant period of time; <b>OR</b></li><li>9. Reviews grant proposals for the university, a professional organization, or a granting agency; <b>OR</b></li><li>10. Serves on the advisory or governing board for a scientific/professional, governmental, or non-governmental organization; <b>OR</b></li><li>11. Serves as a manuscript or abstract reviewer for a professional journal or organization; <b>OR</b></li><li>12. Reviews scholarship applications for university or external organizations; <b>OR</b></li><li>13. Actively and regularly contributes unpaid service to the community and/or professional organizations that bring recognition to Metropolitan State University of Denver or the faculty member's professional discipline through pro bono consultations, serving as a community or professional organization board member, organizing a professional conference, participating in ongoing K-12 activities, or presenting seminars for community or civic groups.</li></ol>
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## **POST-TENURE REVIEW**

Post-tenure review is a comprehensive evaluation of the performance of tenured faculty, conducted on a five-year cycle. Where appropriate, faculty may submit a Portfolio for promotion in lieu of a Post Tenure Review if both reviews occur in the same academic year and if time in rank warrants it. Following faculty submission of a Portfolio for Post-Tenure Review, reviews shall be conducted in accordance with procedures outlined in the Faculty Employment Handbook. It is the responsibility of the faculty member to submit Post-Tenure Review Portfolio according to the appropriate five-year cycle, following the deadlines outlined in the Procedural Calendar.

### **PORTFOLIOS FOR POST-TENURE REVIEW**

Post-Tenure Review Portfolio shall include the following, as outlined in the Faculty Employment Handbook:

1. Cover Sheet
2. Narrative Statement – 1-3 pages in length – presenting a reflective self-assessment, to highlight accomplishments and indicate plans for the future. This statement should present one’s best case to disciplinary colleagues and to colleagues across the College community.
3. Annotated Curriculum Vitae listing comprehensive and detailed faculty work in the Areas of Performance. (An example of an annotated CV can be found in the Guidebook for Portfolio Preparation, published by the Office of the Provost.) Annotations should provide brief explication of scholarly work completed or in progress or of service contributions. When possible, listings should include World Wide Web citations.
4. All Student Ratings of Instruction since the last comprehensive evaluation.
5. Letters of Review from the most recent comprehensive evaluation, e.g., tenure, promotion, or post tenure review.
6. Reassigned Time Reports and Evaluations since the last comprehensive evaluation.
7. No additional materials for review beyond what is required in Department Guidelines.
8. No additional peer observations beyond what is required in Department Guidelines.
9. Any level of review may request relevant and official information not present in the faculty Portfolio to assist the evaluation process. Only Provost-approved requests constitute official and relevant information. Any additional Provost-approved materials must be addressed in the Letters of Review and supporting documents included as an appendix thereto.

## **BIOLOGY DEPARTMENT POST-TENURE REVIEW GUIDELINES**

*All faculty must meet the contractual responsibilities defined in the Faculty Employment Handbook and adhere to all policies and procedures set forth in the Faculty Employment Handbook as a prerequisite to successful post-tenure review.*

*In addition to meeting the contractual responsibilities defined in the Faculty Employment Handbook, candidates for post-tenure review on a 'standard' percentage breakdown, defined as 60% effort in teaching, 20% effort in scholarship, and 20% effort in service, are expected – at a minimum – to meet the following criteria. We acknowledge that these percentages are not tied to direct time measurements, since effort in these areas is complex and multifaceted; hours invested isn't necessarily an accurate reflection of effort or meaningful contribution. Any deviation of percentage efforts will be decided in collaboration between the faculty member and department chair and will take into consideration the overall needs of the department. Upon approval by the department chair, a letter outlining the differential efforts and expectations will be provided and should be uploaded to the Portfolio management system; these differences will also be included in the review letter from the department chair.*

## TEACHING

### **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.

### **GUIDELINE FOR POST-TENURE REVIEW:**

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

<b>Needs Improvement: This rating simply means the faculty member has not accomplished all the necessary activities to attain the “Meets Standards” rating.</b>	The post-tenure review candidate does not perform at the level of “Meets Standards” for teaching as described below.
<b>Meets Standards: This performance level demonstrates the minimum required accomplishments for a faculty member.</b>	Specific examples of “Meets Standards” in teaching for the post-tenure review candidate: <ol style="list-style-type: none"><li>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, or implementation and/or customization of OER resources; <b>AND</b></li><li>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 using assessments that require critical thinking/problem-solving skills on the part of the student; <b>AND</b></li><li>3. Work is ongoing toward addressing constructive student feedback through shifting instructional content and/or design and/or delivery; <b>AND</b></li><li>4. 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, virtual, 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 degree progress reports, and maintains records of advising sessions.</li></ol>

## SCHOLARLY ACTIVITIES

### **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 puzzles.

### **GUIDELINE FOR POST-TENURE REVIEW:**

The post-tenure review 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. The successful post-tenure review candidate must demonstrate in their narrative and annotated curriculum vitae that they have accomplished at least two of the examples (or similar activities) listed under "Meets Standards" for scholarly activities.

<p><b>Needs Improvement: This rating simply means the faculty member has not accomplished all the necessary activities to attain the "Meets Standards" rating.</b></p>	<p>Minimum requirements and/or Standards have not been met. The post-tenure review candidate does not satisfy the minimum performance described by one of the examples listed in "Meets Standards" for scholarly activity as described below.</p>
<p><b>Meets Standards: This performance level demonstrates the minimum required accomplishments for a faculty member.</b></p>	<p>The successful post-tenure review candidate must accomplish two of the following examples (or similar activities) during the review period for a rating of "Meets Standards" in scholarly activities:</p> <p>Specific examples of "Meets Standards" in scholarly activities for the promotion candidate:</p> <ol style="list-style-type: none"> <li>1. Disseminating creative works to a professional or governmental organization or general audience through presentations, seminars, broadcasts or publications; <b>OR</b></li> <li>2. One or more professional or pedagogical works accepted for publication or presentation; <b>OR</b></li> <li>3. Writing, revising or reviewing a textbook or book chapter, or a discipline-related book or film, or OER course materials; <b>OR</b></li> <li>4. Contributing to the publication of ancillary textbook/lab manual materials (test bank, solutions manual, software, illustrations, OER materials) in their professional field; <b>OR</b></li> <li>5. Evidence of ongoing scientific research, including research with students; <b>OR</b></li> </ol>

	<ol style="list-style-type: none"><li>6. Writing a grant to an outside entity; <b>OR</b></li><li>7. Procuring a contract or sub-award from an outside entity; <b>OR</b></li><li>8. Upgrading of their education through post-graduate training – either private or academic, including continuing education related to their professional expertise and teaching assignments; <b>OR</b></li><li>9. Renewing or obtaining licensure or specialty certification related to their professional expertise and teaching assignments; <b>OR</b></li><li>10. Attending professional, scientific, or pedagogical conferences to improve teaching expertise, pedagogy or research; <b>OR</b></li><li>11. Consulting activities in candidate’s professional area to educational or professional groups or for governmental or other non-governmental regional, national or international organizations.</li></ol>
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## SERVICE

### **EVALUATION STANDARDS FOR SERVICE:**

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

### **GUIDELINE FOR POST-TENURE REVIEW:**

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

<p><b>Needs Improvement: This rating simply means the faculty member has not accomplished all the necessary activities to attain the “Meets Standards” rating.</b></p>	<p>Minimum requirements and/or Standards for Service have not been met. The post-tenure review candidate does not provide the minimum amount of service that is described in “Meets Standards” in service below.</p>
<p><b>Meets Standards: This performance level demonstrates the minimum required accomplishments for a faculty member.</b></p>	<p>The successful post-tenure review candidate must demonstrate significant contributions to shared governance in the department, college, university, or within their disciplinary organization or contributions using their disciplinary expertise to the community outside of the university. These contributions often, but not exclusively, take the form of significant committee work.</p> <p>Specific examples of “Meets Standards” in service activities for the promotion candidate:</p> <ol style="list-style-type: none"> <li>1. Actively and regularly contributes to ongoing department, college, or university-level committees through which a significant amount of time and effort are spent in shared governance, and conducts peer observations of affiliate faculty members; <b>AND</b></li> <li>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; <b>OR</b></li> <li>3. Actively serves as a faculty supervisor to an ongoing student group requiring continued guidance; <b>OR</b></li> <li>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; <b>OR</b></li> <li>5. Serves on the Faculty Senate and Faculty Senate committees; <b>OR</b></li> </ol>

	<ol style="list-style-type: none"><li>6. Takes leadership in a special project benefiting the department, college, university, or professional community such as writing narratives for program review, coordinating ordering or moving, coordinating and overseeing several labs, ongoing training and supervising several work study students or teaching assistants; <b>OR</b></li><li>7. Provides ongoing public relations efforts on behalf of the university; <b>OR</b></li><li>8. Takes over classes for colleagues for a significant period of time; <b>OR</b></li><li>9. Reviews grant proposals for the university, a professional organization, or a granting agency; <b>OR</b></li><li>10. Serves on the advisory or governing board for a scientific/professional, governmental, or non-governmental organization; <b>OR</b></li><li>11. Serves as a manuscript or abstract reviewer for a professional journal or organization; <b>OR</b></li><li>12. Reviews scholarship applications for university or external organizations; <b>OR</b></li><li>13. Actively and regularly contributes unpaid service to the community and/or professional organizations that bring recognition to Metropolitan State University of Denver or the faculty member's professional discipline through pro bono consultations, serving as a community or professional organization board member, organizing a professional conference, participating in ongoing K-12 activities, or presenting seminars for community or civic groups.</li></ol>
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## **BIOLOGY GUIDELINES FOR EMERITUS STATUS OF FACULTY**

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

In addition to these basic requirements of the University, Emeritus Status in the Biology Department requires that the faculty member have the following:

- A teaching history that consistently met department standards including keeping courses current, facilitating student learning, minimum SRI scores of 4.25 or higher, and participating in advising and assessment.
- A record of scholarship and professional development that consistently met or exceeded department standards.
- A record of service to the Department, College, and University, as well as service to the community or the profession.
- A desire to continue involvement with the Department and the College of Letters, Arts & Sciences or the University.

Once a person is nominated, the Department Chair will substantiate that the nominee has satisfied the requirements above. The nomination must then be endorsed by the majority of the full-time faculty members of the department.

## **BIOLOGY EVALUATION GUIDELINES FOR CATEGORY II (NON-TENURE TRACK FULL TIME FACULTY)**

**INTRODUCTION:** Category II (non-tenure track lecturers) 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 (typically 24 semester credit hours per academic year) under contracts of a duration from between one and three years. Category II 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 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 Category II faculty members.

## **CATEGORY II FACULTY (NON-TENURE TRACK FACULTY)**

Category II Faculty (Non-Tenure Track) will submit a Portfolio for review, as per the Faculty Employment Handbook.

Portfolio shall include the following, as outlined in the Faculty Employment Handbook:

1. Cover Sheet
2. Narrative Statement: 2- pages in length– presenting a reflective self-assessment to highlight accomplishments and indicate plans for the future. The self-assessment should also describe how the faculty member has met the expectations for assigned duties/responsibilities. This statement should present one’s best case to disciplinary colleagues and to colleagues across the University community.
  - a. If a faculty member is seeking a Multi-Year Contract, they should indicate this in the first paragraph.
3. Annotated Curriculum Vitae listing comprehensive and detailed faculty work in the areas of performance. (An example of an annotated CV can be found in the Guidebook for Portfolio Preparation, published by the Office of the Provost.)
4. Student Ratings of instruction as outlined in the Faculty Employment Handbook.
5. No additional materials for review beyond what is required in Department Guidelines.

## **BIOLOGY DEPARTMENT GUIDELINES FOR CATEGORY II FACULTY REAPPOINTMENT**

*In BIO, our mission is to provide students with comprehensive knowledge of biological principles and the analytical and technical skills training to make them competitive in their future pursuits. Our department recognizes that scholarship contributes to our ability to enhance the learning experiences that we provide for our students, whether it be in the classroom or in the laboratory setting; therefore, we value scholarly activities that enrich faculty expertise in the discipline and/or engage students in our scholarly activities. As contributing members to the university and to our profession, we strive to collaborate and to engage in meaningful service either at the university, college, department, community, or professional levels.*

In addition to meeting the contractual responsibilities defined in the Faculty Employment Handbook, Category II faculty will teach at least 24 semester credit hours per academic year having a 'standard' percentage breakdown, defined as 80% effort in teaching, 10% effort in scholarship, and 10% effort in service, are expected – at a minimum – to meet the following criteria; however, we recognize that some Category II faculty have greater service duties and may have reduced scholarship (professional development) requirements. Therefore, Category II non-tenure track faculty will have a standard 80% effort in teaching and 20% effort of any combination of scholarship and service. We acknowledge that these percentages are not tied to direct time measurements, since effort in these areas is complex and multifaceted; hours invested isn't necessarily an accurate reflection of effort or meaningful contribution. Any deviation of percentage efforts will be decided in collaboration between the faculty member and department chair and will take into consideration the overall needs of the department. Upon approval by the department chair, a letter outlining the differential efforts and expectations will be provided and should be uploaded to the Portfolio management system; these differences will also be included in the review letter from the department chair.

### **TEACHING**

#### **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 REAPPOINTMENT OF CATEGORY II FACULTY:**

In their 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. The faculty member 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. 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.

Courses follow the official course syllabus, and the faculty member adheres to university policies regarding accommodations for students with disabilities. Each course is kept current through review of instructional

resources and the regular addition of new materials, as appropriate. Narrative describes how courses are designed and delivered using multiple approaches to facilitate student learning. Expectations for student learning and performance are clearly communicated in syllabi and the faculty member uses student learning objectives/outcomes to facilitate student learning and assessment. Faculty member uses professional expertise along with course and/or program assessment results to improve courses. For any general studies courses taught, the faculty member designed their course in accordance with the official course syllabus, meeting departmental and university expectations including the writing and student learning outcome expectations. Assessment of general studies courses complies with departmental and university requirements. The narrative addresses any trends for concerns raised in student ratings of instruction feedback. Category II faculty member will have at least one course evaluated each year by peer observers during the first three years of employment. At least one course will be evaluated every three years during subsequent periods of employment. Peer observers will be tenured biology faculty members chosen by the department chair in consultation with the faculty member. Departmental peer evaluations will be both formative and summative. Category II faculty member is expected to have a sustained record of peer evaluations that “Meet Standards”. Category II faculty member is expected to have responded to any concerns and to have shown improvement in any areas rated as “needs improvement” in previous evaluations. Faculty member maintains five office hours per week and attends regularly scheduled department meetings.

<p><b>Needs Improvement: This rating simply means the faculty member has not accomplished all the necessary activities to attain the “Meets Standards” rating.</b></p>	<p>The Category II faculty member does not perform at the level of “Meets Standards” for teaching as described below.</p>
<p><b>Meets Standards: This performance level demonstrates the minimum required accomplishments for a faculty member.</b></p>	<p>COURSES ARE KEPT CURRENT, DESIGNED TO FACILITATE STUDENT LEARNING, ALIGNED WITH OFFICIAL COURSE SYLLABI, AND EXPECTATIONS FOR STUDENT PERFORMANCE ARE CLEARLY COMMUNICATED. ADDRESSES TRENDS IDENTIFIED IN STUDENT FEEDBACK IN SRIs. BIOLOGY PEER EVALUATIONS “MEET STANDARDS”. FACULTY MEMBER KEEPS SCHEDULED OFFICE HOURS AND PROVIDES ACCURATE ACADEMIC ADVISING TO STUDENTS.</p> <p>Specific examples of “Meets Standards” in teaching for the Category II faculty member:</p> <ol style="list-style-type: none"> <li>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, or implementation and/or customization of OER resources; <b>AND</b></li> <li>2. Multiple approaches are used for students with different learning styles and are made accessible through the use of multimedia, the Access Center, and one-on-one meetings with students; <b>AND</b></li> <li>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</li> </ol>

	<p>the course syllabi, and using assessments that require critical thinking/problem-solving skills on the part of the student; <b>AND</b></p> <ol style="list-style-type: none"> <li>4. Continued course improvement through either self-study, scholarly activities, or based on assessment results and student feedback; <b>AND</b></li> <li>5. Work is ongoing toward addressing constructive student feedback through shifting instructional content and/or design and/or delivery; <b>AND</b></li> <li>6. Category II faculty members will have at least one course evaluated by peer observers each year (excluding summer) for the first three years of employment. Then they will have at least one course evaluated every three years during subsequent periods of employment. Peer observers will be tenured biology faculty members chosen by the Department Chair in consultation with the faculty member. Evaluations will be both summative and formative. For reappointment, Category II faculty members are expected to have a sustained record of peer evaluations that “Meet Standards”. Category II faculty members are expected to have responded to any concerns and to have demonstrated improvement in areas that were identified as needing improvement; <b>AND</b></li> <li>7. Category II faculty members maintain five office hours per week and attends regularly scheduled department meetings.</li> <li>8. Note: <i>If</i> the Category II faculty member teaches General Studies courses, the faculty member designs and teaches their courses in accordance with the official course syllabus, meeting departmental and university expectations including the writing and student learning outcome expectations. Additionally, assessment activities must comply with departmental and university requirements. Faculty should provide assessment data to the departmental Assessment committee upon request.</li> <li>9. Note: <i>If</i> the Category II faculty member teaches a course that is routinely used for program assessment, faculty should provide assessment data to the departmental Assessment committee upon request.</li> </ol>
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## SCHOLARLY ACTIVITIES AND/OR SERVICE

### **EVALUATION STANDARDS:**

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.

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

### **GUIDELINES FOR CATEGORY II FACULTY REAPPOINTMENT:**

The successful Category II faculty member should engage in any combination of scholarly activities and/or service. Scholarly activities include 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. For service, the Category II faculty member will actively participate in shared governance in the department, college, university, or within their disciplinary organization or contributions using their disciplinary expertise to the community outside of the university. These contributions often, but not exclusively, take the form of committee work.

<p><b>Needs Improvement: This rating simply means the faculty member has not accomplished all the necessary activities to attain the “Meets Standards” rating.</b></p>	<p>Minimum requirements and/or Standards for Scholarly Activities or Service have not been met. The Category II faculty member does not provide the minimum amount of scholarly activity or service that is described in “Meets Standards” below.</p>
<p><b>Meets Standards: This performance level demonstrates the minimum required accomplishments for a faculty member.</b></p>	<p>For reappointment, the successful Category II faculty member must accomplish ONE of the following examples (or similar activities) during the review period for a rating of “Meets Standards”.</p> <p>Specific examples of “Meets Standards” in scholarly or service activities for the Category II faculty member:</p> <ol style="list-style-type: none"> <li>1. Disseminating creative works to a professional or governmental organization through presentations, seminars, broadcasts or publications; <b>OR</b></li> <li>2. One or more pedagogical works accepted for publication or presentation; <b>OR</b></li> <li>3. Writing, revising or reviewing a textbook, or a discipline-related book or film, or OER course materials; <b>OR</b></li> </ol>

	<ol style="list-style-type: none"> <li>4. Contributing to the publication of ancillary textbook/lab manual materials (test bank, solutions manual, software, illustrations, OER materials) in their professional field; <b>OR</b></li> <li>5. Evidence of ongoing and significant scientific research, especially research involving students; <b>OR</b></li> <li>6. Writing grants to outside agencies; <b>OR</b></li> <li>7. Upgrading of their education through post-graduate training – either private or academic, including continuing education related to their professional expertise and teaching assignments; <b>OR</b></li> <li>8. Obtaining a new degree, renewing or obtaining licensure or specialty certification related to their professional expertise and teaching assignments; <b>OR</b></li> <li>9. Attending several professional or pedagogical workshops or conferences to improve teaching expertise and pedagogy; <b>OR</b></li> <li>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; <b>OR</b></li> <li>11. Serving as lead faculty member for a course and making contributions such as curriculum changes to update pedagogy, coordinating with lab coordinators and faculty, and mentoring faculty (new and affiliate faculty) who teach the course.</li> <li>12. Making significant contributions to curriculum development; <b>OR</b></li> <li>13. Regularly providing service as an active member on departmental committees; <b>OR</b></li> <li>14. Actively and regularly contributing unpaid service to the community and/or professional organizations that bring recognition to Metropolitan State University of Denver or the faculty member’s professional discipline through <i>pro bono</i> 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.</li> </ol>
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# BIOLOGY DEPARTMENT GUIDELINES FOR PROMOTION TO SENIOR LECTURER

## TEACHING

### **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 OF CATEGORY II FACULTY:**

In their 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 promotion to senior lecturer. The faculty member 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. 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.

The Lecturer must satisfy the conditions for promotion to Senior Lecturer established in Chapter VI of the *Handbook for Professional Personnel* and have annual evaluation ratings of “Meets Standards” for the most recent three years of service. In addition, the Lecturer must have taught at least two different BIO courses and must demonstrate a pattern of excellence in each of the seven examples listed below.

<p><b>Needs Improvement: This rating simply means the faculty member has not accomplished all the necessary activities to attain the “Meets Standards” rating.</b></p>	<p>The Category II faculty member does not perform at the level of “Meets Standards” for teaching as described below.</p>
<p><b>Meets Standards: This performance level demonstrates the minimum required accomplishments for a faculty member.</b></p>	<p>COURSES ARE KEPT CURRENT, DESIGNED TO FACILITATE STUDENT LEARNING, ALIGNED WITH OFFICIAL COURSE SYLLABI, AND EXPECTATIONS FOR STUDENT PERFORMANCE ARE CLEARLY COMMUNICATED. ADDRESSES TRENDS IDENTIFIED IN STUDENT FEEDBACK IN SRIs. BIOLOGY PEER EVALUATIONS “MEET STANDARDS”. FACULTY MEMBER KEEPS SCHEDULED OFFICE HOURS AND PROVIDES ACCURATE ACADEMIC ADVISING TO STUDENTS.</p> <p>Specific examples of “Meets Standards” in teaching for the Category II faculty member:</p> <ol style="list-style-type: none"> <li>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</li> </ol>

	<p>or substantial revisions to other handouts, demonstrations, laboratory activities, or web sites, or implementation and/or customization of OER resources; <b>AND</b></p> <ol style="list-style-type: none"> <li>2. Multiple approaches are used for students with different learning styles and are made accessible through the use of multimedia, the Access Center, and one-on-one meetings with students; <b>AND</b></li> <li>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; <b>AND</b></li> <li>4. Continued course improvement through either self-study, scholarly activities, or based on assessment results and student feedback; <b>AND</b></li> <li>5. Work is ongoing toward addressing constructive student feedback through shifting instructional content and/or design and/or delivery; <b>AND</b></li> <li>6. Category II faculty members will have at least one course evaluated by peer observers each year (excluding summer) for the first three years of employment. Then they will have at least one course evaluated every three years during subsequent periods of employment. Peer observers will be tenured biology faculty members chosen by the Department Chair in consultation with the faculty member. Evaluations will be both summative and formative. For reappointment, Category II faculty members are expected to have a sustained record of peer evaluations that “Meet Standards”. Category II faculty members are expected to have responded to any concerns and to have demonstrated improvement in areas that were identified as needing improvement; <b>AND</b></li> <li>7. Category II faculty members maintain five office hours per week and attends regularly scheduled department meetings.</li> <li>8. Note: <i>If</i> the Category II faculty member teaches General Studies courses, the faculty member designs and teaches their courses in accordance with the official course syllabus, meeting departmental and university expectations including the writing and student learning outcome expectations. Additionally, assessment activities must comply with departmental and university requirements. Faculty should provide assessment data to the departmental Assessment committee upon request.</li> <li>9. Note: <i>If</i> the Category II faculty member teaches a course that is routinely used for program assessment, faculty should provide assessment data to the departmental Assessment committee upon request.</li> </ol>
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The Lecturer must satisfy the conditions for promotion to Senior Lecturer established in Chapter VI of the *Handbook for Professional Personnel* and have annual evaluation ratings of “Meets Standards” for the most recent three years of service. In addition, the Lecturer must have taught at least two different BIO courses and must accomplish two of the following examples during the review period.

## SCHOLARLY ACTIVITIES AND/OR SERVICE

<p><b>Needs Improvement: This rating simply means the faculty member has not accomplished all the necessary activities to attain the “Meets Standards” rating.</b></p>	<p>Minimum requirements and/or Standards for Scholarly Activities or Service have not been met. The Category II faculty member does not provide the minimum amount of scholarly activity or service that is described in “Meets Standards” below.</p>
<p><b>Meets Standards: This performance level demonstrates the minimum required accomplishments for a faculty member.</b></p>	<p>For reappointment, the successful Category II faculty member must accomplish TWO of the following examples (or similar activities) during the review period for a rating of “Meets Standards”.</p> <p>Specific examples of “Meets Standards” in scholarly or service activities for the Category II faculty member:</p> <ol style="list-style-type: none"> <li>1. Disseminating creative works to a professional or governmental organization through presentations, seminars, broadcasts or publications; <b>OR</b></li> <li>2. One or more pedagogical works accepted for publication or presentation; <b>OR</b></li> <li>3. Writing, revising or reviewing a textbook, or a discipline-related book or film, or OER course materials; <b>OR</b></li> <li>4. Contributing to the publication of ancillary textbook/lab manual materials (test bank, solutions manual, software, illustrations, OER materials) in their professional field; <b>OR</b></li> <li>5. Evidence of ongoing and significant scientific research, especially research involving students; <b>OR</b></li> <li>6. Writing grants to outside agencies; <b>OR</b></li> <li>7. Upgrading of their education through post-graduate training – either private or academic, including continuing education related to their professional expertise and teaching assignments; <b>OR</b></li> <li>8. Obtaining a new degree, renewing or obtaining licensure or specialty certification related to their professional expertise and teaching assignments; <b>OR</b></li> <li>9. Attending several professional or pedagogical workshops or conferences to improve teaching expertise and pedagogy; <b>OR</b></li> </ol>

	<ol style="list-style-type: none"><li>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; <b>OR</b></li><li>11. Serving as lead faculty member for a course and making contributions such as curriculum changes to update pedagogy, coordinating with lab coordinators and faculty, and mentoring faculty (new and affiliate faculty) who teach the course. <b>OR</b></li><li>12. Making significant contributions to curriculum development; <b>OR</b></li><li>13. Regularly providing service as an active member on departmental committees; <b>OR</b></li><li>14. Actively and regularly contributing unpaid service to the community and/or professional organizations that bring recognition to Metropolitan State University of Denver or the faculty member's professional discipline through <i>pro bono</i> 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.</li></ol>
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## **BIOLOGY EVALUATION GUIDELINES FOR CATEGORY III (ADJUNCT PART-TIME FACULTY)**

**INTRODUCTION:** Category III (referred to as affiliate or adjunct faculty) are subject to the norms and expectations of academic freedom befitting an institution of higher education. Furthermore, they serve as contingent faculty appointed for defined terms. 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 III 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 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 Category III faculty members.

## TEACHING

### **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 REAPPOINTMENT OF CATEGORY III FACULTY:**

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 accommodations for students with disabilities 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. Assessment of general studies courses complies with departmental and university requirements. Addresses any trends for concerns raised in student ratings of instruction feedback. 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”. Affiliate faculty member will have at least one course evaluated by peer observers 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. Peer observers will be full-time biology faculty members chosen by the department chair. Departmental peer evaluations will be both formative and summative. Affiliate faculty member is expected to have responded to any concerns or performance rated as “needs improvement” in previous evaluations.

<b>Needs Improvement: This rating simply means the faculty member has not accomplished all the necessary activities to attain the “Meets Standards” rating.</b>	The Category III faculty member does not perform at the level of “Meets Standards” for teaching as described below.
<b>Meets Standards: This performance level demonstrates the minimum required accomplishments for a faculty member.</b>	COURSES ARE KEPT CURRENT, DESIGNED TO FACILITATE STUDENT LEARNING, ALIGNED WITH OFFICIAL COURSE SYLLABI, AND EXPECTATIONS FOR STUDENT PERFORMANCE ARE CLEARLY COMMUNICATED. ADDRESSES TRENDS IDENTIFIED IN STUDENT FEEDBACK IN SRIs. BIOLOGY PEER EVALUATIONS “MEET STANDARDS”.  Specific examples of “Meets Standards” in teaching for the Category III 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



	<p>or substantial revisions to other handouts, demonstrations, laboratory activities, or web sites, or implementation and/or customization of Open Educational Resources (OER); <b>AND</b></p> <ol style="list-style-type: none"> <li>2. Ensures that media content are accessible and provides accommodations as directed by the Access Center; <b>AND</b></li> <li>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; <b>AND</b></li> <li>4. Work is ongoing toward addressing constructive student feedback through shifting instructional content and/or design and/or delivery; <b>AND</b></li> <li>5. Category III faculty members will have at least one course evaluated by peer observers each year (excluding summer) for the first three years of employment. Then they will have at least one course evaluated every three years during subsequent periods of employment. Peer observers will be full-time biology faculty members chosen by the Department Chair in consultation with the faculty member. Evaluations will be both summative and formative. For reappointment, Category III faculty members are expected to have a sustained record of peer evaluations that “Meet Standards”. Category III faculty members are expected to have responded to any concerns and to have demonstrated improvement in areas that were identified as needing improvement.</li> <li>6. Note: <i>If</i> the Category III faculty member teaches General Studies courses, the faculty member designs and teaches their courses in accordance with the official course syllabus, meeting departmental and university expectations including the writing and student learning outcome expectations. Additionally, assessment activities must comply with departmental and university requirements. Faculty should provide assessment data to the departmental Assessment committee upon request.</li> <li>7. Note: <i>If</i> the Category III faculty member teaches a course that is routinely used for program assessment, faculty should provide assessment data to the departmental Assessment committee upon request.</li> </ol>
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