

Department: Chemistry & Biochemistry

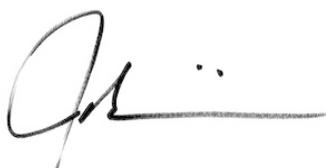
Faculty Evaluation Guidelines

Effective August 1, 2022

Approvals:



Dr. Andrew J. Bonham, Chair, Department of Chemistry & Biochemistry



Dr. John Masserini, Dean of the College of Letters, Arts and Sciences

Dr. Bill Henry, Vice Provost for Faculty Affairs

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.

CRITERIA

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

- a. **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.

Note to Reviewers: As student evaluations of teaching have been reported in academic literature to contain race and gender bias, and lack correlation to teaching effectiveness, numerical SRI shall not be used by departmental reviewers in decisions determining if a faculty member “Meets Standards” or “Does Not Meet Standards” for teaching unless the faculty member has explicitly stated in their portfolio that these items should be reviewed.

Per the Faculty Handbook (II.C.1.), portfolio narratives are required to show “that the faculty member has read, reflected upon and addressed student comments contained in his or her SRI evaluations”

- b. **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. Productive scholars are responsible for, but not limited to the following: (1) Advancing knowledge or culture, (2) synthesizing information, or (3) sharing knowledge.
- c. **Service:** Faculty engage in service when they participate in the shared governance and good functioning of the institution; service to the institution may manifest 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.
- d. **Other Duties:** Faculty engaged in other duties, including faculty on reassigned time to serve in roles such as Department Chairs or Directors, will be reviewed on those activities.
- e. **Flexibility:** The department encourages faculty to focus their energy across the areas of performance in a flexible way, allowing meritorious outcomes in one area of evaluation to bolster marginal outcomes in a different area of performance.

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 the American Association of University Professors (AAUP).
3. Faculty are expected to be available by email or phone during their contractual period which for full time faculty is August 1 through May 30th, excluding when the campus is closed.
4. 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.
5. 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.
6. Faculty shall, as established by departmental policies, adopt such procedures as necessary to assure that adequate and accurate records of student performance are maintained.
7. Full-time faculty shall establish, post, and keep a minimum of 5 office hours weekly during each academic term of the regular academic year.
8. The normal teaching load for full-time faculty is 24 semester credit hours per academic year. However, within the Department of Chemistry and Biochemistry the teaching load for full-time faculty is typically 18 semester credit hours.
9. 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.
10. 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.
11. Faculty shall respond to emails in a timely manner as established by their departmental policies.

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.

CHE RATING SCALE

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

Meets Standards:	Faculty member has meets standards 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.
Needs Improvement:	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.

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.

EXPECTATIONS FOR TENURE AND PROMOTION FROM ASSISTANT PROFESSOR TO ASSOCIATE PROFESSOR

Candidates for tenure are evaluated by the guidelines in place at the time of their hiring. In CHE, the core of our mission is to provide enriching learning experiences that make our students highly competitive candidates for their future careers. Our department recognizes that scholarship is an integral part of our field and enhances our ability to provide enriched learning experiences for our students. Therefore, scholarly activities that either involve students in our scholarship practices or enrich the expertise of the faculty within their discipline is expected. As stewards of our university and profession, we value collaboration and meaningful service in our department, and profession. Finally, we strive to foster a supportive workplace environment that enables each faculty member to pursue their personal goals as an educator, a part of our academic community, and a scientist. Considering the three required areas of performance and our desired departmental culture, CHE looks for intentional integration between discipline/course topics, scholarly activities and service. In addition to meeting the contractual responsibilities defined in the Faculty Employment Handbook, candidates for tenure are expected – at a minimum – to meet the following criteria:

TEACHING	SCHOLARLY ACTIVITIES	SERVICE
<p>T.1 Present and assess – to the best extent possible - content that covers approved Student Behavioral Learning Objectives (SBLs) for the course.</p> <p>AND</p> <p>T.2 Maintain a consistently high-quality classroom environment as demonstrated through course delivery, content and design and use of multiple pedagogies, which:</p> <p style="padding-left: 40px;">T.2.1 Integrate scholarly activities and knowledge into teaching</p> <p style="padding-left: 40px;">T.2.2 Include activities and/or assignments that provide a practical application of course material</p> <p>AND</p> <p>T.3 Update and modify courses to ensure currency.</p> <p>AND</p> <p>T.4 Update and enrich course with accessible pedagogical practices.</p> <p>AND</p> <p>T.5 Actively participate in department and school assessment activities and implement curricular changes as approved by department faculty.</p> <p>AND</p> <p>T.6 Reflect upon the results of required evaluations of teaching and address student experiences in the course.</p> <p>AND</p> <p>T.7 Participate in peer observation, providing at least one peer observation record per academic year for their submitted tenure portfolio.</p> <p>AND</p> <p>T.8 Engage in proper training and use of shared departmental equipment, as necessary.</p>	<p>SA.1 Develop a record of excellence in scholarship that shows consistent, ongoing and substantive activity/development throughout probationary period.</p> <p>AND</p> <p>SA.2 Complete at least two instances of scholarly outcomes (no expectation for first- or sole-authorship) evaluated by the department faculty as appropriate and sufficient, in any combination from the following:</p> <p style="padding-left: 40px;">SA.2.1 A scholarly work accepted in an academic peer reviewed publication. This includes a peer-reviewed journal article, scholarly book, a peer-reviewed textbook that is available for audience outside of the institution, or a peer or editor reviewed book chapter.</p> <p style="text-align: center;">OR</p> <p style="padding-left: 40px;">SA.2.2 One or more presentations at regional, national or international professional academic meetings or invited talks.</p> <p style="text-align: center;">OR</p> <p style="padding-left: 40px;">SA.2.3 Mentor two or more students in research that results in two or more student presentations at local, regional, or national meetings.</p> <p style="text-align: center;">OR</p> <p style="padding-left: 40px;">SA.2.4 One or more grant applications submitted to or accepted by external agencies.</p> <p style="text-align: center;">OR</p> <p style="padding-left: 40px;">SA.2.5 Equivalent as evaluated by department RTP committee (for example encyclopedia entries, computer program/application, online journal or conference proceedings, or instructional materials (e.g. laboratory manual, or ACS exam).</p>	<p>S.1 Engage in continuous (as evaluated by faculty committee) service activities in department and college/university</p> <p>AND</p> <p>S.2 Use scholarly or professional expertise to contribute to:</p> <p style="padding-left: 40px;">S.2.1 one’s professional organization</p> <p style="text-align: center;">OR</p> <p style="padding-left: 40px;">S.2.2 the community outside of the college</p> <p style="text-align: center;">OR</p> <p style="padding-left: 40px;">S.2.3 college/university</p>

PROMOTION TO PROFESSOR

Candidates for promotion will be evaluated and meet the performance expectations in the areas of teaching, scholarly activities, and service defined in the Faculty Employment Handbook. Promotion can only be granted based on a comprehensive evaluation based on performance already demonstrated. Following faculty submission of a Promotion Portfolio, reviews shall be conducted by the following:

1. The Department/Peer Review Committee
2. The Department Chair
3. The School Review Committee
4. The School Dean.
5. The Faculty Senate Retention, Tenure, and Promotion Committee
6. The Provost.

There is no appeal for a denial of promotion. A faculty member who is denied promotion may apply for promotion in any subsequent year.

Candidates for promotion must have met the following minimum time-in-rank to be eligible for promotion to a higher rank, regardless of discipline: *Professor*: a minimum of four years in rank as Associate Professor at a regionally accredited baccalaureate-granting institution of higher education, two of which must have been at Metro State. For promotion to Professor, there is an expectation for a record of significant accomplishment in all three areas.

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.

PORTFOLIOS FOR PROMOTION TO PROFESSOR

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

6. Cover Sheet
7. 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.
8. 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.
9. 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.
9. Reassigned time reports and evaluations, when relevant, since most recent major review
10. 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.
11. 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.

NOTE: For promotion to Professor, there is an expectation of significant accomplishment in all three areas of performance, although the departmental criteria of Flexibility remains in effect.

CHE RATING SCALE

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

Meets Standards:	Faculty member meets the expectations for promotion or PTR as identified in this document.
Needs Improvement	Faculty member does not meet the expectations in at least 1 of the areas of teaching, scholarly activity, or service as specified in the “Expectations for Promotion or PTR”.

DEPARTMENT EXPECTATIONS FOR PROMOTION TO PROFESSOR

Tenured faculty going up for promotion will be evaluated by the guidelines in place during their last major review. In CHE, the core of our mission is to provide enriching learning experiences that make our students highly competitive candidates for their future careers. Our department recognizes that scholarship is an integral part of our field and enhances our ability to provide enriched learning experiences for our students. Therefore, scholarly activities that either involve students in our scholarship practices or enrich the expertise of the faculty within their discipline is expected. As stewards of our university and profession, we value collaboration and meaningful service in our department, and profession. Finally, we strive to foster a supportive workplace environment that enables each faculty member to pursue their personal goals as an educator, a part of our academic community, and a scientist. Considering the three required areas of performance and our desired departmental culture, CHE looks for intentional integration between discipline/course topics, scholarly activities and service. In addition to meeting the contractual responsibilities defined in the Faculty Employment Handbook, candidates for promotion are expected – at a minimum – to meet the following criteria::

TEACHING	SCHOLARLY ACTIVITIES	SERVICE
<p>T.1 Present and assess – to the best extent possible - content that covers approved Student Behavioral Learning Objectives (SBLOs) for the course.</p> <p>AND</p> <p>T.2 Maintain a consistently high-quality classroom environment as demonstrated through course delivery, content and design using multiple pedagogies, which:</p> <p style="padding-left: 40px;">T.2.1 Integrate scholarly activities and knowledge into teaching</p> <p style="padding-left: 40px;">T.2.2 Include activities and/or assignments that provide a practical application of course material</p> <p>AND</p> <p>T.3 Update and modify courses to ensure currency</p> <p>AND</p> <p>T.4 Update and enrich course with accessible pedagogical practices.</p> <p>AND</p> <p>T.5 Actively participate in department and school assessment activities and implement curricular changes as approved by department faculty</p> <p>AND</p> <p>T.6 Reflect upon the results of required evaluations of teaching and address student experiences in the course.</p> <p>AND</p> <p>T.7 Participate in peer observation, providing at least one peer observation record for their submitted promotion portfolio.</p> <p>AND</p> <p>T.8 Engage in proper training and use of shared departmental equipment, as necessary.</p> <p>AND</p> <p>T.9 Lead significant curriculum revision or innovation.</p>	<p>SA.1 Maintain a record of excellence in scholarship that shows consistent and substantive activity throughout academic career with a minimum of three scholarly activities in the previous five-year period.</p> <p>AND</p> <p>SA.2 Complete at least two instances of scholarly outcomes (no expectation for first- or sole-authorship) evaluated by the department faculty as appropriate and sufficient, in any combination from the following:</p> <p style="padding-left: 40px;">SA.2.1 A scholarly work accepted in an academic peer reviewed publication. This includes a peer-reviewed journal article, scholarly book, a peer-reviewed textbook that is available for audience outside of the institution, or a peer or editor reviewed book chapter related to discipline.</p> <p style="text-align: center;">OR</p> <p style="padding-left: 40px;">SA.2.2 One or more presentations at regional, national or international professional academic meetings or invited talks.</p> <p style="text-align: center;">OR</p> <p style="padding-left: 40px;">SA.2.3 Support of two or more students in research that results in two or more student posters at local, regional, or national meetings.</p> <p style="text-align: center;">OR</p> <p style="padding-left: 40px;">SA.2.4 One or more submitted grant applications or accepted grants.</p> <p style="text-align: center;">OR</p> <p style="padding-left: 40px;">SA.2.5 Equivalent as evaluated by department faculty (for example encyclopedia entries, computer program/ application/ databases, online journal or conference proceedings, or instructional materials (e.g. laboratory manual or ACS exam).</p> <p>AND</p> <p>SA.3 Mentor up to two or more undergraduates in research within scholarly discipline that results in a student presentation.</p>	<p>S.1 Engage in continuous service activities in the department.</p> <p>AND</p> <p>S.2 Use scholarly or professional expertise to expand on prior contributions or make new significant contribution to:</p> <p style="padding-left: 40px;">S.2.1 The university</p> <p style="text-align: center;">OR</p> <p style="padding-left: 40px;">S.2.2 one’s professional organization</p> <p style="text-align: center;">OR</p> <p style="padding-left: 40px;">S.2.3 the community outside of the university</p> <p>AND</p> <p>S.3 Serve in a leadership role in the university, community, or professional organization.</p>

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.

EXPECTATIONS FOR SUCCESSFUL POST-TENURE REVIEW

In CHE, the core of our mission is to provide enriching learning experiences that make our students highly competitive candidates for their future careers. Our department recognizes that scholarship is an integral part of our field and enhances our ability to provide enriched learning experiences for our students. Therefore, scholarly activities that either involve students in our scholarship practices or enrich the expertise of the faculty within their discipline is expected. As stewards of our university and profession, we value collaboration and meaningful service in our department, and profession. Finally, we strive to foster a supportive workplace environment that enables each faculty member to pursue their personal goals as an educator, a part of our academic community, and a scientist. Considering the three required areas of performance and our desired departmental culture, CHE looks for intentional integration between discipline/course topics, scholarly activities and service. In addition to meeting the contractual responsibilities defined in the Faculty Employment Handbook, a successful post-tenure review addresses each of the following areas since the tenured faculty member's most recent comprehensive evaluation, e.g., tenure, promotion, or post tenure review.

TEACHING	SCHOLARLY ACTIVITIES	SERVICE
<p>T.1 Present and assess – to the best extent possible - content that covers approved Student Behavioral Learning Objectives (SBLOs) for the course.</p> <p>AND</p> <p>T.2 Maintain a consistently high-quality classroom environment as demonstrated through course delivery, content and design using multiple pedagogies, which:</p> <p style="padding-left: 40px;">T.2.1 Integrate scholarly activities and knowledge into teaching</p> <p style="padding-left: 40px;">T.2.2 Include activities and/or assignments that provide a practical application of course material</p> <p>AND</p> <p>T.3 Update and modify courses to ensure currency</p> <p>AND</p> <p>T.4 Update and enrich course with accessible pedagogical practices.</p> <p>AND</p> <p>T.5 Actively participate in department and school assessment activities and implement curricular changes as approved by department faculty</p> <p>AND</p> <p>T.6 Reflect upon the results of required evaluations of teaching and address student experiences in the course.</p> <p>AND</p> <p>T.7 Participate in peer observation, providing at least one peer observation record for their submitted promotion portfolio.</p> <p>AND</p> <p>T.8 Engage in proper training and use of shared departmental equipment, as necessary.</p>	<p>SA.1 Maintain a record of scholarship that shows consistent activity and development since the last evaluation.</p> <p>AND</p> <p>SA.2 Complete at least two instances of scholarly outcomes (no expectation for first- or sole-authorship) evaluated by the department faculty as appropriate and sufficient, in any combination from the following:</p> <p style="padding-left: 40px;">SA.2.1 A scholarly work accepted in an academic peer reviewed publication. This includes a peer-reviewed journal article, scholarly book, a peer-reviewed textbook that is available for audience outside of the institution, or a peer or editor reviewed book chapter related to discipline.</p> <p style="text-align: center;">OR</p> <p style="padding-left: 40px;">SA.2.2 One or more presentations at regional, national or international professional academic meetings or invited talks.</p> <p style="text-align: center;">OR</p> <p style="padding-left: 40px;">SA.2.3 Support of two or more students in research that results in two or more student posters at local, regional, or national meetings.</p> <p style="text-align: center;">OR</p> <p style="padding-left: 40px;">SA.2.4 One or more submitted grant applications or accepted grants.</p> <p style="text-align: center;">OR</p> <p style="padding-left: 40px;">SA.2.5 Equivalent as evaluated by department faculty (for example encyclopedia entries, computer program/ application/ databases, online journal or conference proceedings, or instructional materials (e.g. laboratory manual or ACS exam).</p> <p>AND</p> <p>SA.3 Mentor up to two or more undergraduates in research within scholarly discipline that results in a student presentation.</p>	<p>S.1 Engage in continuous service activities in the department.</p> <p>AND</p> <p>S.2 Use scholarly or professional expertise to expand on prior contributions or make new significant contribution to:</p> <p style="padding-left: 40px;">S.2.1 The university</p> <p style="text-align: center;">OR</p> <p style="padding-left: 40px;">S.2.2 one's professional organization</p> <p style="text-align: center;">OR</p> <p style="padding-left: 40px;">S.2.3 the community outside of the university</p>

EXPECTATIONS FOR NOMINATION TO EMERITUS PROFESSOR

In keeping with the Faculty Employment Handbook, Chemistry & Biochemistry faculty will be eligible to be nominated by their CHE colleagues to be conferred the status of Emeritus Professor. At a minimum, faculty must have completed ten years or more of full-time service at the University.

A department chair or any faculty member of the department may nominate faculty for emeritus status.

Once a person is nominated, the Department Chair will substantiate that the nominee has satisfied the requirement above. The nomination must then be endorsed by the majority of the full-time faculty members of the department and by the Dean of the College of Letters, Arts, and Sciences, who then will forward the recommendation to the Provost. If the Provost agrees with the nomination, he or she will forward the nomination to the President of the University. If the President concurs, he or she will forward the nomination to the Board of Trustees for final approval.

The benefits for an Emeritus Faculty member are outlined in the Handbook for Professional Personnel.

CATEGORY II FACULTY

Category II Faculty will submit a Portfolio for review, as per the Faculty Employment Handbook.

CHE RATING SCALE

The following rating scale is applied:

Meets Expectations: Faculty member demonstrates quality performance.

Needs Improvement: Faculty member is not meeting expectations

EXPECTATIONS FOR CATEGORY II (FULL-TIME) FACULTY

In CHE, the core of our mission is to provide enriching learning experiences that make our students highly competitive candidates for their future careers. Our department recognizes that scholarship is an integral part of our field and enhances our ability to provide enriched learning experiences for our students. Therefore, scholarly activities that either involve students in our scholarship practices or enrich the expertise of the faculty within their discipline is expected. As stewards of our university and profession, we value collaboration and meaningful service in our department, and profession. Finally, we strive to foster a supportive workplace environment that enables each faculty member to pursue their personal goals as an educator, a part of our academic community, and a scientist. Considering the three required areas of performance and our desired departmental culture, CHE looks for intentional integration between discipline/course topics, scholarly activities and service. In addition to meeting the contractual responsibilities defined in the Faculty Employment Handbook, Category II faculty are expected – at a minimum – to meet the following criteria:

TEACHING

T.1 Present and assess – to the best extent possible - content that covers approved Student Behavioral Learning Objectives (SBLOs) for the course.

AND

T.2 Maintain a consistently high-quality classroom environment as demonstrated through course delivery, content and design using multiple pedagogies, which:

T.2.1 Integrate scholarly activities and knowledge into teaching

T.2.2 Include activities and/or assignments that provide a practical application of course material

AND

T.3 Update and modify courses to ensure currency.

AND

T.4 Update and enrich course with accessible pedagogical practices.

AND

T.5 Actively participate in department and school assessment activities and implement curricular changes as approved by department faculty.

AND

T.6 Reflect upon the results of required evaluations of teaching and address student experiences in the course.

AND

T.7 Participate in peer observation, providing at least one peer observation record for their submitted promotion portfolio.

AND

T.8 Engage in proper training and use of shared departmental equipment, as necessary.

AND

T.9 Works closely and coordinates with instructors, Chair, and support staff to ensure quality course delivery (i.e. response to emails, grade entry, deadlines, use of equipment, schedule, assessment activities).

SCHOLARSHIP AND/OR SERVICE

S1. Participates in department initiatives to scaffold curriculum in order to meet larger department and external accreditation goals.

AND

S2. Cooperates with the lab manager and MSU Denver EHS to ensure safe disposal of chemical waste and to minimize hazards in the lab (if working in the lab space).

AND

S3. Serves as a leader and organizer in the course(s) they manage, which may include:

S3.1 Creating lab schedules and experimental designs.

S3.2. Training and mentoring TAs and directing other faculty who teach the same course(s).

S3.3. Ensure lab and lecture instructors maintain communication on schedules and content.

AND

S4. Dedicates time on previously agreed upon (from job description) secondary duties, including:

S4.1 Works closely with and cooperates with department chair to ensure relevance of secondary duties.

S4.2 Meet with department chair once during Fall semester to review duties and performance Unofficially as a formative assessment tool.

If additional scholarship and/or service are components of the CAT II contract, expectations will be determined with the chair.

Even though Cat II faculty are not required to engage in scholarly activity, their participation / engagement, should they choose to do so, is valued.

PROMOTION TO SENIOR LECTURER (CATEGORY II) EXPECTATIONS 2020-2021 (Updated 11/11/2019)

In keeping with the guidelines in the Faculty Employment Handbook, a Lecturer in a Category II position may be promoted to Senior Lecturer based upon the faculty member's performance during Lecturer status and upon consideration of the following criteria:

TEACHING

T.1. Teaching history in CHE of a total of at least six years at the Lecturer level (at least three of which must have been consecutive and at least one of which must have been within 18 months of the Senior Lecturer appointment) of performance in the CHE department;

AND

T.2 Present and assess – to the best extent possible - content that covers approved Student Behavioral Learning Objectives (SBLOs) for the course.

AND

T.3 Maintain a consistently high-quality classroom environment as demonstrated through course delivery, content and design using multiple pedagogies, which:

T.3.1 Integrate scholarly activities and knowledge into teaching

T.3.2 Include activities and/or assignments that provide a practical application of course material

AND

T.4 Update and modify courses to ensure currency.

AND

T.5 Update and enrich course with accessible pedagogical practices.

AND

T.6 Actively participate in department and school assessment activities and implement curricular changes as approved by department faculty.

AND

T.7 Reflect upon the results of required evaluations of teaching and address student experiences in the course.

AND

T.8 Participate in peer observation, providing at least one peer observation record for their submitted promotion portfolio.

AND

T.9 Engage in proper training and use of shared departmental equipment, as necessary.

AND

T.10 Works closely and coordinates with instructors, Chair, and support staff to ensure quality course delivery (i.e. response to emails, grade entry, deadlines, use of equipment, schedule, assessment activities).

SCHOLARSHIP AND/OR SERVICE

S1. Participates in department initiatives to scaffold curriculum in order to meet larger department and external accreditation goals.

AND

S2. Cooperates with the lab manager and MSU Denver EHS to ensure safe disposal of chemical waste and to minimize hazards in the lab (if working in the lab space).

AND

S3. Serves as a leader and organizer in the course(s) they manage, which may include:

S3.1 Creating lab schedules

S3.2. Training and mentoring TAs and directing other faculty who teach the same course(s).

S3.3. Ensure lab and lecture instructors maintain communication on schedules and content.

AND

S4. Dedicates time on previously agreed upon (from job description) secondary duties, including:

S4.1 Works closely with and cooperates with department chair to ensure relevance of secondary duties.

S4.2 Meet with department chair once during Fall semester to review duties and performance Unofficially as a formative assessment tool.

AND

S5. Attends professional development opportunities at the institutional, local, or national level to keep current in their area of expertise.

If additional scholarship and/or service are components of the CAT II contract, expectations will be determined with the chair.

Even though Cat II faculty are not required to engage in scholarly activity, their participation / engagement, should they choose to do so, is valued.

CATEGORY III FACULTY

EXPECTATIONS FOR CATEGORY III (AFFILIATE) FACULTY

In CHE, the core of our mission is to provide enriching learning experiences that make our students highly competitive candidates for their future careers. Our department recognizes that scholarship is an integral part of our field and enhances our ability to provide enriched learning experiences for our students. Therefore, scholarly activities that either involve students in our scholarship practices or enrich the expertise of the faculty within their discipline is expected. As stewards of our university and profession, we value collaboration and meaningful service in our department, and profession. Finally, we strive to foster a supportive workplace environment that enables each faculty member to pursue their personal goals as an educator, a part of our academic community, and a scientist. Considering the three required areas of performance and our desired departmental culture, CHE looks for intentional integration between discipline/course topics, scholarly activities and service. In addition to meeting the contractual responsibilities defined in the Faculty Employment Handbook, Category III faculty are expected – at a minimum – to meet the following criteria:

TEACHING

T1 Present and assess content that covers approved Student Behavioral Learning Objectives for the course.

AND

T2 Maintain a consistently high-quality classroom environment as demonstrated through course delivery, content, and design.

AND

T3 Include activities and/or assignments that provide a relevant application of course material.

AND

T4 Reflect upon the results of required evaluations of teaching and address student experiences in the course with the Chair upon contract renewal

AND

T5 Works closely with coordinators, Chair, and support staff to ensure quality and consistent course delivery (i.e., response to emails, grade entry, deadlines, and schedule).

AND

T6 Implement curricular changes as approved by department faculty.

AND

T7 Engage in proper training and use of shared departmental equipment, as necessary.