

Department: Chemistry & Biochemistry

Faculty Evaluation Guidelines

Effective August 1, 2023

Approvals:



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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. Faculty delineate their efforts in these three areas via a percentage effort breakdown. We assert and affirm that these percentages are explicitly not tied to “hours spent” or other direct time measurements, as effort is more complex than merely hours invested, and as such hours may not accurately reflect effort invested. 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 and mentoring 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, mentoring a research group/student, 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, defining percentage efforts to best focus on their strengths and interests, in consultation with and with approval from the department chair reflecting the needs of the department.

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 18 semester credit hours per academic year.
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 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 on a 'typical' 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. Faculty with differentiated percentages for effort will have modified expectations that reflect those percentages, written and included in the review letter from the department chair.

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 enrich courses to include up-to-date scientific content and accessible pedagogical practices.</p> <p>AND</p> <p>T.4 Actively participate in department and school assessment activities and implement curricular changes as approved by department faculty.</p> <p>AND</p> <p>T.5 Reflect upon the results of required evaluations of teaching and address student experiences in the course.</p> <p>AND</p> <p>T.6 Participate in and reflect upon peer observation, providing at least two peer observation records for a submitted tenure portfolio. Peer is broadly defined and can include professionals in related disciplines.</p> <p>OR</p> <p>T.7 Mentor students in research through teaching activities, such as critiquing written and oral communication of research, teaching research methods and/or data interpretation and analysis (one-on-one or in group settings), assigning literature review, evaluating student learning, and/or equivalent activities as determined by the department RTP committee.</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:

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.

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 on a 'typical' 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. Faculty with differentiated percentages for effort will have modified expectations that reflect those percentages, written and included in the review letter from the department chair.

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 enrich courses to include up-to-date scientific content and accessible pedagogical practices.</p> <p>AND</p> <p>T.4 Actively participate in department and school assessment activities and implement curricular changes as approved by department faculty</p> <p>AND</p> <p>T.5 Reflect upon the results of required evaluations of teaching and address student experiences in the course.</p> <p>AND</p> <p>T.6 Participate in and reflect upon peer observation, providing at least one peer observation record for a submitted portfolio. Peer is broadly defined and can include professionals in related disciplines.</p> <p>AND</p> <p>T.7 Lead significant curriculum revision or innovation.</p> <p>OR</p> <p>T.8 Mentor students in research through teaching activities, such as critiquing written and oral communication of research, teaching research methods and/or data interpretation and analysis (one-on-one or in group settings), assigning literature review, evaluating student learning, and/or equivalent activities as determined by the department RTP committee.</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.</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 on a 'typical' 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. Faculty with differentiated percentages for effort will have modified expectations that reflect those percentages, written and included in the review letter from the department chair.

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 enrich courses to include up-to-date scientific content and 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 and reflect upon peer observation, providing at least one peer observation record for a submitted portfolio. Peer is broadly defined and can include professionals in related disciplines.</p> <p>OR</p> <p>T.8 Mentor students in research through teaching activities, such as critiquing written and oral communication of research, teaching research methods and/or data interpretation and analysis (one-on-one or in group settings), assigning literature review, evaluating student learning, and/or equivalent activities as determined by the department RTP committee.</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.</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 on a 'typical' percentage breakdown, defined as 80% effort in teaching, 0% effort in scholarship, and 20% effort in service, are expected – at a minimum – to meet the following criteria. Faculty with differentiated percentages for effort will have modified expectations that reflect those percentages, written and included in the review letter from the department chair.

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 enrich courses to include up-to-date scientific content and accessible pedagogical practices.</p> <p>AND</p> <p>T.4 Actively participate in department and school assessment activities and implement curricular changes as approved by department faculty.</p> <p>AND</p> <p>T.5 Reflect upon the results of required evaluations of teaching and address student experiences in the course.</p> <p>AND</p> <p>T.6 Participate in and reflect upon peer observation, providing at least one peer observation record for a submitted portfolio. . Peer is broadly defined and can include professionals in related disciplines.</p> <p>AND</p> <p>T.7 Engage in proper training and use of shared departmental equipment, as necessary.</p> <p>AND</p> <p>T.8 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).</p>	<p><i>Since the standard expectations for Category II faculty do not require scholarly activities, none of these tasks are expected for all faculty. Instead, these provide examples of typical work that may be considered for those choosing a different distribution of workloads.</i></p> <p>SA.1 Complete an instance of scholarly outcomes (with no expectation for first- or sole-authorship) evaluated by the department faculty as appropriate and sufficient, in any combination from the following:</p> <p>SA.1.2 One or more presentations at regional, national, or international professional academic meetings or invited talks.</p> <p>OR</p> <p>SA.1.3 Mentor students in research that results in student presentations at local, regional, or national meetings.</p> <p>OR</p> <p>SA.1.4 One or more grant applications submitted to or accepted by external agencies.</p> <p>OR</p> <p>SA.1.5 Equivalent as evaluated by department chair (for example encyclopedia entries, computer program/application, online journal or conference proceedings</p> <p>OR</p> <p>SA.1.1 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>OR</p> <p>SA.2 Use scholarly expertise to develop and improve course content including any combination of the following:</p> <p>SA.2.1 Develop new courses or workshops that rigorously test student mastery of important course concepts and/or skills valued in the profession</p> <p>OR</p> <p>SA.2.2 Develop and test new experiments that address weaknesses in existing content or otherwise aim to improve student experience</p> <p>OR</p> <p>SA.2.3 Use scholarly methods to evaluate the</p>	<p>S1. Participates in department initiatives to scaffold curriculum in order to meet larger department and external accreditation goals.</p> <p>AND</p> <p>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).</p> <p>OR</p> <p>S3. Assist with maintaining department or university lab equipment</p> <p>AND</p> <p>S4. Serves as a leader and organizer in the course(s) they manage, which may include:</p> <p style="padding-left: 40px;">S4.1 Creating course schedules and experimental designs.</p> <p style="padding-left: 40px;">OR</p> <p style="padding-left: 40px;">S4.2. Training and mentoring TAs, LAs, or department tutors assisting with courses and directing other faculty who teach the same course(s).</p> <p style="padding-left: 40px;">OR</p> <p style="padding-left: 40px;">S4.3. Ensure lab and lecture instructors maintain communication on schedules and content.</p> <p style="padding-left: 40px;">OR</p> <p style="padding-left: 40px;">S4.4. Assist with maintaining lab equipment needed for courses.</p> <p>AND</p> <p>S5. Dedicates time on previously agreed upon (from job description) secondary duties, including:</p> <p style="padding-left: 40px;">S5.1 Works closely with and cooperates with department chair to ensure relevance of secondary duties.</p> <p style="padding-left: 40px;">S5.2 Meet with department chair once during Fall semester to review duties and performance, unofficially, as a formative assessment tool.</p> <p>OR</p> <p>S. 6 Engage in continuous service activities in the department, college, or community.</p>

	<p>effectiveness of teaching materials in meeting SBLO's established for a course based on student assessment</p> <p>OR</p> <p>SA.2.4 Develop instructional materials such as laboratory manuals to improve student experiences using techniques that closely mirror professional practices when practical</p>	<p>OR</p> <p>S.7 Use scholarly or professional expertise to contribute to:</p> <p>S.7.1 one's professional organization</p> <p>OR</p> <p>S.7.2 the community outside of the college</p> <p>OR</p> <p>S.7.3 college/university</p> <p>OR</p> <p>S.8 Participates in General Studies Assessment</p>
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PROMOTION TO SENIOR LECTURER (CATEGORY II) EXPECTATIONS

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	SCHOLARLY ACTIVITIES	SERVICE
<p>T.1. Teaching history in CHE of a total of at least six years (at the start of the next contract period) 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;</p> <p>AND</p> <p>T.2 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.3 Maintain a consistently high-quality classroom environment as demonstrated through course delivery, content and design using multiple pedagogies, which:</p> <p style="padding-left: 20px;">T.3.1 Integrate scholarly activities and knowledge into teaching</p> <p style="padding-left: 20px;">T.3.2 Include activities and/or assignments that provide a practical application of course material</p> <p>AND</p> <p>T.4 Update and enrich courses to include up-to-date scientific content and 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 and reflect upon peer observation, providing at least one peer observation record for a submitted portfolio. . Peer is broadly defined and can include professionals in related disciplines.</p> <p>AND</p>	<p style="text-align: center;">Since the standard expectations for Category II faculty do not require scholarly activities, none of these tasks are expected for all faculty. Instead, these provide examples of typical work that may be considered for those choosing a different distribution of workloads. Even if Cat II faculty are not required to engage in scholarly activity, their participation / engagement, should they choose to do so, is valued.</p> <p>SA.1 Complete an instance 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: 20px;">SA.1.1 A scholarly work accepted in an academic peer-reviewed publication. This includes a peer-reviewed journal article, a 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: 20px;">SA.1.2 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: 20px;">SA.1.3 Mentor students in research that results in curricular improvements or a presentation at local, regional, or national meeting.</p> <p style="text-align: center;">OR</p> <p style="padding-left: 20px;">SA.1.4 One or more grant applications submitted to or accepted by external agencies.</p> <p style="text-align: center;">OR</p>	<p>S1. Participates in department initiatives to scaffold curriculum in order to meet larger department and external accreditation goals.</p> <p style="text-align: center;">AND</p> <p>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).</p> <p style="text-align: center;">AND</p> <p style="text-align: center;">OR</p> <p>S3. Assist with maintaining department or university lab equipment</p> <p style="text-align: center;">AND</p> <p>S4. Serves as a leader and organizer in the course(s) they manage, which may include:</p> <p style="padding-left: 20px;">S4.1 Creating course schedules and experimental designs.</p> <p style="text-align: center;">OR</p> <p style="padding-left: 20px;">S4.2. Training and mentoring TAs, LAs, or department tutors assisting with courses and directing other faculty who teach the same course(s).</p> <p style="text-align: center;">OR</p> <p style="padding-left: 20px;">S4.3. Ensure lab and lecture instructors maintain communication on schedules and content.</p> <p style="text-align: center;">OR</p> <p style="padding-left: 20px;">S4.4. Assist with maintaining lab equipment needed for specific courses.</p> <p style="text-align: center;">AND</p> <p>S5. Dedicates time on previously agreed upon (from job description) secondary duties, including:</p>

<p>T.8 Engage in proper training and use of shared departmental equipment, as necessary.</p> <p>AND</p> <p>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).</p>	<p>SA.1.5 Equivalent as evaluated by department RTP committee chair or department chair (for example encyclopedia entries, computer program/application, online journal or conference proceedings</p> <p>OR</p> <p>SA.2 Use scholarly expertise to develop and improve course content including any combination of the following:</p> <p>SA.2.1 Develop new courses or workshops that rigorously test student mastery of important course concepts and/or skills valued in the profession</p> <p>OR</p> <p>SA.2.2 Develop and test new experiments that address weaknesses in existing content or otherwise aim to improve student experience</p> <p>OR</p> <p>SA.2.3 Use scholarly methods to evaluate the effectiveness of teaching materials in meeting SBLO's established for a course based on student assessment</p> <p>OR</p> <p>SA.2.4 Develop instructional materials such as laboratory manuals to improve student experiences using techniques that closely mirror professional practices when practical</p>	<p>S5.1 Works closely with and cooperates with department chair to ensure relevance of secondary duties.</p> <p>S5.2 Meet with department chair once during Fall semester to review duties and performance</p> <p>Unofficially as a formative assessment tool.</p> <p>AND</p> <p>S6. Attends professional development opportunities at the institutional, local, or national level to keep current in their area of expertise.</p> <p>OR</p> <p>S. 6 Engage in continuous service activities in the department.</p> <p>OR</p> <p>S.7 Use scholarly or professional expertise to contribute to:</p> <p>S.7.1 one's professional organization</p> <p>OR</p> <p>S.7.2 the community outside of the college</p> <p>OR</p> <p>S.7.3 college/university</p> <p>If additional scholarship and/or service are components of the CAT II contract, expectations will be determined with the chair.</p>
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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.