

## Earth and Atmospheric Science **Promotion** Department Guidelines

### **ASSOCIATE PROFESSOR**

Since tenure and promotion at the Metropolitan State University of Denver usually, but not always, coincide, EAS guidelines for promotion to Associate Professor follow those established by the Department for the granting of tenure.

### **PROFESSOR**

As stated in the *Handbook for Professional Personnel*, for a faculty member's promotion to Professor there is an expectation for a record of significant accomplishment in all three areas (teaching, scholarly activity, and service) of performance evaluation.

### **EVALUATION STANDARDS FOR TEACHING**

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

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

In their narrative, the faculty member must explain their approach to teaching relating to the following aspects of teaching:

1. Design of courses and contribution to curriculum development;
  2. Integration of scholarly activities and knowledge into teaching;
  3. Use of technology to facilitate student learning; and
  4. Use of assessment results to improve their courses when appropriate.
  5. The faculty member also discusses student advising, linking it with their courses, scholarly activities and professional service, as appropriate.
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6. The faculty member has SRI's (student review of instruction) using the approved form for all academic year classes with 5 or more students or when less than 5 students, they are evaluated according to departmental guidelines.
7. A single summative peer observation is also required for evaluation for Professor.

A faculty member's portfolio should reflect a record of quality teaching during the time in rank of Associate Professor.

Given the typical full teaching load in the Earth and Atmospheric Science Department, which often includes laboratory or computer intensive courses, it should be noted that teaching is the most highly valued and critical area of performance.

<p><b>Guidelines for Promotion to Professor:</b></p>	<ol style="list-style-type: none"> <li>1. Narrative and evidence describes courses that consistently create an outstanding learning environment for the students. Assigns challenging assignments and provides extensive feedback for assignments. The courses are continuously updated and modified to improve content, delivery and design to facilitate student learning. Faculty designed their courses in accordance with the official course syllabus meeting departmental and college expectations including the student learning outcome expectations. Faculty member contributes significantly to evaluation and redesign of departmental curriculum. Develops new courses as appropriate; substantially revises existing courses including the official course syllabus.</li> <li>2. Faculty member incorporates examples of their scholarly activities into their courses and student assignments, thereby modeling scholarship in the discipline for students. Undergraduate research is incorporated into upper-division courses. Brings outside experts into the classroom.</li> <li>3. Extensive use of various types of technology. Examples include introducing new software</li> </ol>
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or laboratory techniques into courses and designing professional activities preparing students for the work force and post-graduate studies.

4. Faculty uses program and course assessment to continuously improve student learning. Faculty member makes important contributions to the design and implementation of program assessment. Assessment of general studies courses is consistent with exemplary courses that satisfy the college-level student learning outcomes.
5. Faculty spends extensive time advising students, providing them with multiple options and extensive information. Faculty uses professional contacts and knowledge to inform their advising and to provide students with information regarding opportunities. Faculty member uses online advising resources extensively to manage a large advising workload. Writes numerous high-quality reference letters for employers or graduate schools. Provides opportunities outside of class that enhance student learning.
6. SRI's are consistently at or above prefix averages for same level (lower or upper level) courses.
7. Summative peer observation describes outstanding pedagogy facilitating student learning.

### **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.

**EVALUATION STANDARDS FOR SCHOLARLY ACTIVITIES:** The faculty member must demonstrate in their portfolio narrative and

annotated C.V. that they have continued to develop professionally during time as Associate Professor. It should be noted that a typical full teaching load in the Earth and Atmospheric Science department, which may include laboratory or computer intensive courses, leaves scholarly activities as a lesser weighted area of performance than teaching due to the heavy time commitment to teaching.

Scholarly and professional development activities common to the academic profession include but are not limited to:

- Attending local, national, or international disciplinary, specialized industry, or pedagogical conferences, meetings, workshops, or field training excursions, even if not presenting;
- Attending certification or training classes that will result in additional opportunities to train students in the classroom;
- Applying for internal or external funding for research, teaching, or equipment;
- Supervising undergraduate research that results in a presentation or publication;
- Editing a book or book chapter, translating a book, or publishing a review of a book or book chapter;
- Developing networking connections with local research institutions (NREL, NCAR, NOAA, INSTAAR, etc.);
- Incorporating research into active learning classroom activities;

	<ul style="list-style-type: none"> <li>• Participating in consulting activities that enhance professional development and teaching;</li> <li>• Organizing/co-organizing or chairing/co-chairing a conference session that involves reviewing and choosing submissions;</li> <li>• Developing computer applications, software, or videos for courses;</li> <li>• Collecting and gathering data for research and/or teaching purposes;</li> <li>• Keeping abreast of pedagogical and content issues and changes in the discipline.</li> </ul>
<p><b>Guidelines for Promotion to Professor</b></p>	<p>During the time in rank as Associate Professor, the faculty member must show a continued record of engagement in scholarly activities that enhance teaching and/or furthers their discipline or exceeds a typical level of professional development according to the aforementioned examples. They have continued to develop one or more articles that have been accepted in a peer-reviewed publication. Additionally, they have had multiple oral or poster presentations of their scholarly works accepted at professional meetings.</p> <p>Other possible activities could include:</p> <ul style="list-style-type: none"> <li>• A peer reviewed article published in a respected Journal in the field ;</li> <li>• Publication of a book in their area of expertise, or a textbook by a commercial publishing house that required a prospectus and review;</li> <li>• Significantly supervising undergraduate research that results in a presentation at a national or international conference or a peer reviewed publication;</li> <li>• Or securing a substantial external grant that furthers the goal of becoming a preeminent</li> </ul>

institution.

### **SERVICE**

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

**EVALUATION STANDARDS FOR SERVICE:** Faculty must demonstrate in their narrative continued participation in shared governance and other service at the college, and continued use of their disciplinary or professional expertise to make a contribution to their professional organizations or the community outside of the college.

While these contributions often take the form of significant committee work, they may also include such activities as maintaining departmental laboratories and equipment.

Examples of service activities might include the following:

- Participating in Departmental committees of shared governance;
- Participating in School, College or Campus wide committees;
- Maintaining and/or enhancing teaching or research facilities for the Department, School and/or College;
- Membership in advisory boards of professional journals;
- Membership in special committees of professional organizations;

	<ul style="list-style-type: none"> <li>• Occasional reviewer for a national research grant funding institution;</li> <li>• Occasional reviewer of submissions to professional journals;</li> <li>• Membership in local, statewide or national community organizations that relate to field of expertise.</li> </ul>
<p><b>Guidelines for Promotion to Professor.</b></p>	<p>During the Period in Rank as Associate Professor, the faculty member continues to demonstrate that they have taken an ongoing leadership role in committee work, special projects or other service activities in the Department, School or College and in their disciplinary organization(s) or in the greater community. Work outside of the College must utilize their disciplinary or professional expertise. This work must be notable and significant and includes but is not limited to Chair of a Committee or Officer of a regional, national or international organization.</p> <p>Service activities that might include the following:</p> <ul style="list-style-type: none"> <li>• Chairing or Co-Chairing Departmental committees;</li> <li>• Chairing or Co-Chairing School, College or Campus wide committees;</li> <li>• Enhancing teaching or research facilities for the Department, School and/or College;</li> <li>• Positions of leadership in editorial boards of professional journals;</li> <li>• Positions of responsibility (e.g., Director, Treasurer, Secretary) in committees and/or sections of professional organizations;</li> </ul>

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|  | <ul style="list-style-type: none"><li>• Permanent reviewer for a national research grant funding institution;</li><li>• Permanent reviewer of submissions to professional journals;</li><li>• Position of leadership in local, regional or national boards.</li></ul> |
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