Department of

Earth and Atmospheric Sciences

at

The Metropolitan State University of Denver
Departmental Guidelines

Faculty Vote on Revisions, October 24, 2014:

Category I Guidelines

___9__ For   ___0__Against ___0___Abstain

Category II Guidelines

__2___ For   ___0__Against ___1___Abstain

Category III Guidelines

__9___ For   __0___Against ___0___Abstain

Department of Earth and Atmospheric Sciences Guidelines

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OVERVIEW

In accordance with AAUP Guidelines, The MSU Denver *Handbook for Professional Personnel* outlines institutional performance expectations for tenure-track faculty seeking reappointment, tenure, promotion, successful post-tenure review, and/or emeritus status. Beyond meeting faculty performance expectations delineated in the *Handbook for Professional Personnel*, the duties of higher education professionals are complex and diverse. Therefore, the review process requires multiple sources of information. Collectively these data should present a holistic picture of individual faculty as each seeks tenure and/or promotion. The EAS Department Guidelines were developed in accordance with AAUP Guidelines, the MSU Denver *Handbook for Professional Personnel*, and EAS discipline specific performance standards. Category I faculty are expected to meet these standards set forth in these documents in order for them to be successfully evaluated. The Guidelines serve as more than a guide to the EAS PTR and the faculty member. These guidelines are also used by the Chair, LAS PTR, Dean, Faculty Senate PTR, Provost, President, and Board of Trustees.

The Guidelines are structured to specify the "Meet Performance Standards" category only. Faculty who do not meet the standards will be placed in the "Needs Improvement" category.

GUIDELINES FOR TENURE AND PROMOTION TO ASSOCIATE PROFESSOR

Candidates for tenure must submit a Portfolio via Digital Measures that consists of the following materials for review. No additional materials may be updated or submitted after the Portfolio leaves the EAS Department.

1. Annotated Curriculum Vitae;
2. All Student Ratings of Instruction (SRI);
3. A Narrative Statement, three-to-eight (3-8) pages in length;

> In their narrative, the tenure candidate must address the following:
>> Teaching
>> - Design of courses and contribution to curriculum development;
>> - Integration of scholarly activities and knowledge into teaching;
>> - Use of current technology to facilitate student learning;
>> - Use of assessment results to improve their courses and respective programs;
>> - Description of student advising;
>> - Justification and improvement methods for any "low" SRI (Student Ratings of Instruction); and
>> - A statement that reflects on their growth in teaching throughout the probationary period.
>> Scholarly Activities
>> - A highlight of significant contributions that address how the candidate's scholarly activities fit within the EAS Guidelines; and
>> - A reflection on the candidate's scholarly growth during the probationary period.
>> Service
>> - A summary of meaningful service contributions that relates to the EAS Guidelines.

4. A Summative Peer Observation conducted by a trained observer;
5. All previous review letters by the levels of review for reappointment and any relevant responses by the faculty member;
6. All reassigned time evaluations and reports, if relevant; and
7. Selected additional materials for review (a minimum of four items and a maximum of nine items).

TEACHING

Excellence in teaching and learning is MSU Denver's primary objective. The University is a teaching institution where excellence in teaching and learning is accorded the highest priority. Teaching is the act of creating and maintaining an environment that enhances 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 matter, which typically includes the skills, competencies, and knowledge in which the faculty member has received advanced experience, training, or education.

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, but acknowledge that outstanding teaching will not be sufficient to justify tenure.

Meets Standards

1. Each course is kept current through review of instructional resources with the addition of new materials. The narrative describes how courses are designed and delivered using multiple approaches to facilitate student learning.
2. Expectations for student learning and performance are clearly communicated in syllabi. For all sections taught, the tenure candidate designed their course in accordance with the regular course syllabus, meeting Department and University expectations such as student learning outcomes.
3. The faculty member includes ADA statements in syllabi and makes appropriate accommodations for ADA students.
4. The faculty member maintains regular office hours.
5. The faculty member contributes to the evaluation and redesign of departmental curriculum.
6. The faculty member uses professional expertise and ongoing scholarly activities to enhance courses and enrich student learning.
7. The faculty member incorporates available and appropriate computer and laboratory technology into courses.
8. The faculty member demonstrates evidence of using course and/or program assessment results to improve courses.
9. Assessment of General Studies courses comply with Departmental and University requirements. The faculty member participates in program assessment by providing data and/or analysis of results.
10. The faculty member maintains five weekly office hours and thoroughly and accurately advises students, according to degree plans. The faculty uses professional knowledge and contacts when possible and helps students obtain employment, internships, and other opportunities.
11. The faculty member keeps a thorough record of advising sessions, either through a written advising log or the use of online technology.
12. The faculty member writes letters of reference for students seeking employment or admission to graduate school.
13. In particular, 80% of all SRI median scores at the course level should be 4 or higher, indicating that half or more of their students view the faculty member as a good, very good, or excellent teacher. Student comments should be generally positive or neutral. Factors such as course difficulty, course level, required versus elective courses, General Studies versus major courses,

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online versus on-campus courses, and student biases, may be considered **in** evaluating the student ratings and evaluations.

14. The summative peer observation is consistent with sound pedagogy.

15. The faculty member shows evidence of sustained growth **in** the aforementioned teaching criteria over the probationary period.

SCHOLARLY ACTIVITIES

Scholarly and creative activities are disciplinary or interdisciplinary works, frame questions, create new forms of representation, solve problems, or explore enduring puzzles. Tenure candidates must demonstrate in their Portfolio Narrative and Annotated Curriculum Vitae that they have made the following upon submission to the EAS Retention, Tenure, and Promotion (RTP) committee.

Meets Standards

During their probationary period, the tenure candidate has made a significant contribution to the following, as determined by the EAS RTP and the Chair of the EAS Department. They must also have developed and exhibited sustained growth in their scholarly activities during the probationary period.

1. A publication record as evidenced by the following (refer to Appendix A for a description of scholarly integrity in publishing):
   a. Authorship with a substantial contribution to a disciplinary or pedagogical work accepted in a peer-reviewed publication; or
   b. Authorship with a substantial contribution to a textbook chapter, textbook, or a discipline-related book that is reviewed by peers and/or academic editors.
   AND
2. An oral or poster presentation of their scholarly work accepted for a presentation at a professional conference or workshop related to their discipline.
   AND
3. Demonstration of scholarly activities common to their academic profession, which may include but are not limited to a combination the following activities:

   a. Authored ancillary textbook/lab manual materials (test banks, solutions manuals, software, illustrations) through a recognized commercial publishing company that are reviewed by peers and/or academic editors;
   b. Evidence of significant ongoing research involving students that results in poster or oral presentations at professional conferences including the MSU Denver Undergraduate Research Conference;
   c. Attending local, national, or international disciplinary, specialized industry, or pedagogical conferences, meetings, workshops, or field training excursions, even if not presenting;
   d. Attending certification or training classes that will result in additional opportunities to educate students in the classroom;
   e. Incorporating research into active learning classroom activities;
   f. Participating in consulting activities that enhance professional development and teaching;
   g. Developing computer applications, software, or videos for courses;
   h. Keeping abreast of pedagogical and content changes in the discipline;
   i. Applying for competitive internal funding sources;
   j. Applying for external (RM-CESU, NSF, NASA, ESRI, etc.) funding sources or other financial possibilities to improve physical and/or instructional resources (computer, software, laboratory, supplies, equipment, facilities, etc.) for the EAS Department, or to support scholarly research activities.

SERVICE

Faculty engage in service when they participate in shared governance and good functioning of the institution; service to the institution can be at the 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.

Meets Standards

During the tenure probationary period, the faculty member demonstrates he or she has made significant contributions in service to the Department, College, University, within their discipline, and/or community. These contributions must be ongoing and relevant. It is expected that service activities are substantial and meaningful, not necessarily spread thinly among numerous activities. Examples of service activities that meet standards might include but are not limited to the following:

- Participating in Department, College, University or Campus wide committees;
- Chairing Department, College, University, or Campus wide committees;
- Positions of responsibility (e.g., Director, Treasurer, Secretary) in committees of professional organizations;
- Positions of leadership in local, regional, or national boards;
- Membership in advisory boards or special committees of professional journals or organizations;
- Reviewer of grants;
- Peer-reviewer of submissions to scholarly journals;
- Editing a book or book chapter, translating a book, or publishing a review of a book or book chapter;
- Volunteering for local schools or community events;
- Giving guest presentations;
- Serving as a faculty sponsor for a club/organization;
- Developing networking connections with research institutions;
- Organizing/co-organizing or chairing/co-chairing a conference session; or
- Membership in organizations that relate to field of expertise.

GUIDELINES FOR EARLY TENURE

Probationary faculty members who meet the minimum eligibility qualifications enumerated above may be awarded early tenure during their fourth through fifth probationary contract years. Early tenure applications shall be submitted and considered in accordance with the same Handbook and institutional criteria, policies, procedures, and timetables applicable to other tenure applications. Specifically, candidates must meet all criteria articulated in Departmental Guidelines required for a sixth-year review.

GUIDELINES FOR REAPPOINTMENT

Although Cat. I faculty will be evaluated based on EAS Guidelines for tenure, the standard of performance expected is that the candidate is progressing in a timely-manner so that meeting tenure requirements by the 6th year is likely. It is expected that candidates will continue to progress through the years. Faculty members are required to submit a Portfolio specific to their year as described in the Handbook for Professional Personnel.

GUIDELINES FOR PROMOTION TO 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. The standards set forth below evaluate the faculty member's performance since achieving tenure.

Candidates for promotion to Professor must submit a Portfolio via Digital Measures that consists of the following materials for review. No additional materials may be updated or submitted after the Portfolio leaves the EAS Department.

1. Annotated Curriculum Vitae;
2. All Student Ratings of Instruction (SRI);
3. A Narrative Statement, three-to-eight (3-8) pages in length;

   In their narrative, the tenure candidate must address the following:
   Teaching
   - Design of courses and contribution to curriculum development;
   - Integration of scholarly activities and knowledge into teaching;
   - Use of current technology to facilitate student learning;
   - Use of assessment results to improve their courses and respective programs;
   - Description of student advising;
   - Justification and improvement methods for any "low" SRI (Student Ratings of Instruction); and
   - A statement that reflects on their growth in teaching throughout the probationary period.

   Scholarly Activities
   - A highlight of significant contributions that address how the candidate's scholarly activities fit within the EAS Guidelines; and
   - A reflection on the candidate's scholarly growth during the evaluation period.

   Service
   - A summary of meaningful service contributions that relates to the EAS Guidelines.

4. A Summative Peer Observation conducted by a trained observer;
5. All reassigned time evaluations and reports, if relevant; and
6. Selected additional materials for review (a minimum of four items and a maximum of nine items).

TEACHING

Excellence in teaching and learning is MSU Denver's primary objective. The University is a teaching institution where excellence in teaching and learning is accorded the highest priority. Teaching is the act of creating and maintaining an environment that enhances 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 matter, which typically includes the skills, competencies, and knowledge in which the faculty member has received advanced experience, training, or education.

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, but acknowledge that outstanding teaching will not be sufficient to justify promotion.

Meets Standards

1. Each course is kept current through review of instructional resources with the addition of new materials. The narrative describes how courses are designed and delivered using multiple approaches to facilitate student learning.
2. Expectations for student learning and performance are clearly communicated in syllabi. For all sections taught, the tenure candidate designed their course in accordance with the regular course syllabus, meeting Department and University expectations such as student learning outcomes.
3. The faculty member includes ADA statements in syllabi and makes appropriate accommodations for ADA students.
4. The faculty member maintains regular office hours.
5. The faculty member contributes to the evaluation and redesign of departmental curriculum.
6. The faculty member uses professional expertise and ongoing scholarly activities to enhance courses and enrich student learning.
7. The faculty member incorporates available and appropriate computer and laboratory technology into courses.
8. The faculty member demonstrates evidence of using course and/or program assessment results to improve courses.
9. Assessment of General Studies courses comply with Departmental and University requirements. The faculty member participates in program assessment by providing data and/or analysis of results.
10. The faculty member maintains five weekly office hours and thoroughly and accurately advises students, according to degree plans. The faculty uses professional knowledge and contacts when possible and helps students obtain employment, internships, and other opportunities.
11. The faculty member keeps a thorough record of advising sessions, either through a written advising log or the use of online technology.
12. The faculty member writes letters of reference for students seeking employment or admission to graduate school.
13. In particular, 80% of all SRI median scores at the course level should be 4 or higher, indicating that half or more of their students view the faculty member as a good, very good, or excellent teacher. Student comments should be generally positive or neutral. Factors such as course difficulty, course level, required versus elective courses, General Studies versus major courses,

online versus on-campus courses, and student biases may be considered in evaluating the student ratings and evaluations.

14. The summative peer observation is consistent with sound pedagogy.
15. The faculty member shows evidence of sustained growth in the aforementioned teaching **criteria since obtaining tenure.**

SCHOLARLY ACTIVITIES

Scholarly and creative activities are disciplinary or interdisciplinary works, frame questions, create new forms of representation, solve problems, or explore enduring puzzles. Promotion candidates must demonstrate in their Portfolio Narrative and Annotated Curriculum Vitae that they have made the following upon submission to the EAS Retention, Tenure, and Promotion (RTP) committee.

Meets Standards

During their evaluation period, the promotion candidate has made a significant contribution to the following, as determined by the EAS RTP and the Chair of the EAS Department. They must also have developed and exhibited sustained growth in their scholarly activities after earning tenure.

1. A publication record as evidenced by one or more of the following (refer to Appendix A for a description of scholarly integrity in publishing):
   a. Authorship with a substantial contribution to a disciplinary or pedagogical work accepted in a peer-reviewed publication; or
   b. Authorship with a substantial contribution to a textbook chapter, textbook, or a discipline-related book that is reviewed by peers and/or academic editors.

   AND

2. An oral poster presentation of their scholarly work accepted for a presentation at a professional conference or workshop related to their discipline.

   AND

3. Demonstration of scholarly activities common to their academic profession, which may include but are not limited to a combination the following activities:

   a. Authored ancillary textbook/lab manual materials (test banks, solutions manuals, software, illustrations) through a recognized commercial publishing company that are reviewed by peers and/or academic editors;
   b. Evidence of significant ongoing research involving students that results in poster or oral presentations at professional conferences including the MSU Denver Undergraduate Research Conference;
   c. Attending local, national, or international disciplinary, specialized industry, or pedagogical conferences, meetings, workshops, or field training excursions, even if not presenting;
   d. Attending certification or training classes that will result in additional opportunities to educate students in the classroom;
   e. Incorporating research into active learning classroom activities;
   f. Participating in consulting activities that enhance professional development and teaching;
   g. Developing computer applications, software, or videos for courses;
   h. Keeping abreast of pedagogical and content changes in the discipline;
   i. Applying for competitive internal funding sources;
   j. Applying for external (RM-CESU, NSF, NASA, ESRI, etc.) funding sources or other financial possibilities to improve physical and/or instructional resources (computer, software, laboratory, supplies, equipment, facilities, etc.) for the EAS Department, or to support scholarly research activities.

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 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.

Meets Standards

During the evaluation period, the faculty member demonstrates he or she has made significant contributions in service to the Department, College, University, within their discipline, and/or community. These contributions must be ongoing and relevant. It is expected that service activities are substantial and meaningful, not necessarily spread thinly among numerous activities. Examples of service activities that meet standards might include but are not limited to the following:

- Participating in Department, College, University or Campus wide committees;
- Chairing Department, College, University, or Campus wide committees;
- Positions of responsibility (e.g., Director, Treasurer, Secretary) in committees of professional organizations;
- Positions of leadership in local, regional, or national boards;
- Membership in advisory boards or special committees of professional journals or organizations;
- Reviewer of grants;
- Peer-reviewer of submissions to scholarly journals;
- Editing a book or book chapter, translating a book, or publishing a review of a book or book chapter;
- Volunteering for local schools or community events;
- Giving guest presentations;
- Serving as a faculty sponsor for a club/organization;
- Developing networking connections with local research institutions;
- Organizing/co-organizing or chairing/co-chairing a conference session; or
- Membership in organizations that relate to field of expertise.

GUIDELINES FOR POST-TENURE REVIEW

Post-tenure review is a comprehensive evaluation of the performance of tenured faculty, conducted on a five-year cycle.

Post-Tenure Review affords faculty members and their supervisors with periodic opportunities to assess the faculty member's performance and shall be conducted for two primary reasons: 1) to offer tangible recognition to those faculty members who have demonstrated high or improved performance; and 2) to assist tenured faculty members to improve performance if necessary by providing formative feedback.

A Post-Tenure Review Portfolio shall include the following. No additional materials may be updated or submitted after the Portfolio leaves the EAS Department.

1. Narrative Statement, which is 1-3 pages in length;

    In their narrative, the tenured faculty member must explain how they have maintained their record of excellence. Some possible topics to discuss include:
    Teaching

    - Design of courses and contribution to curriculum development;
    - Integration of scholarly activities and knowledge into teaching;
    - Use of current technology to facilitate student learning;
    - Use of assessment results to improve their courses and respective programs;
    - Description of student advising;
    - Justification and improvement methods for any "low" SRI (Student Ratings of Instruction); and
    - A statement that reflects on their growth in teaching throughout the tenure period.

    Scholarly Activities

    - A reflection on the candidate's scholarly growth during the probationary period.

    Service

    - A summary of meaningful service contributions that relates to the EAS Guidelines.

2. Annotated Curriculum Vitae;
3. All Student Ratings of Instruction since the last comprehensive evaluation; and
4. All Reassigned Time Evaluations since the last comprehensive evaluation.

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TEACHING

Excellence in teaching and learning is MSU Denver's primary objective. The University is a teaching institution where excellence in teaching and learning is accorded the highest priority. Teaching is the act of creating and maintaining an environment that enhances 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 matter, which typically includes the skills, competencies, and knowledge in which the faculty member has received advanced experience, training, or education.

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, but acknowledge that outstanding teaching will not be sufficient to justify meeting standards for post-tenure review.

Meets Standards

In general, the faculty member has shown continued dedication to teaching excellence since being awarded tenure. Some examples are provided below.

1. Each course is kept current through review of instructional resources with the addition of new materials. The narrative describes how courses are designed and delivered using multiple approaches to facilitate student learning.
2. Expectations for student learning and performance are clearly communicated in syllabi. For all sections taught, the tenure candidate designed their course in accordance with the regular course syllabus, meeting Department and University expectations such as student learning outcomes.
3. The faculty member includes ADA statements in syllabi and makes appropriate accommodations for ADA students.
4. The faculty member maintains regular office hours.
5. The faculty member contributes to the evaluation and redesign of departmental curriculum.
6. The faculty member uses professional expertise and ongoing scholarly activities to enhance courses and enrich student learning.
7. The faculty member incorporates available and appropriate computer and laboratory technology into courses.
8. The faculty member demonstrates evidence of using course and/or program assessment results to improve courses.
9. Assessment of General Studies courses comply with Departmental and University requirements. The faculty member participates in program assessment by providing data and/or analysis of results.
10. The faculty member maintains five weekly office hours and thoroughly and accurately advises students, according to degree plans. The faculty uses professional knowledge and contacts when possible and helps students obtain employment, internships, and other opportunities.
11. The faculty member keeps a thorough record of advising sessions, either through a written advising log or the use of online technology.
12. The faculty member writes letters of reference for students seeking employment or admission to graduate school.
13. In particular, 80% of all SRI median scores at the course level should be 4 or higher, indicating that half or more of their students view the faculty member as a good, very good, or excellent teacher. Student comments should be generally positive or neutral. Factors such as course

difficulty, course level, required versus elective courses, General Studies versus major courses, online versus on-campus courses, and student biases may be considered in evaluating the student ratings and evaluations.

SCHOLARLY ACTIVITIES
Scholarly and creative activities are disciplinary or interdisciplinary works, frame questions, create new forms of representation, solve problems, or explore enduring puzzles. Tenured faculty must demonstrate in their Portfolio Narrative and Annotated Curriculum Vitae that they have made the following upon submission to the EAS Post-Tenure Review committee.

Meets Standards

The faculty member has shown continued growth in scholarship in at least 2 of the 3 following categories during the post-tenure review period. Some examples are provided below:

1. A publication record as evidenced by the following:
   a. Authorship with a substantial contribution to a disciplinary or pedagogical work accepted in a peer-reviewed publication; or
   b. Authorship with a substantial contribution to a textbook chapter, textbook, or a discipline-related book that is reviewed by peers and/or academic editors.

2. Oral or poster presentation of their scholarly work accepted for a presentation at a professional conference or workshop related to their discipline.

3. Demonstration of scholarly activities common to their academic profession, which may include but are not limited to a combination the following activities:

   a. Authored ancillary textbook/lab manual materials (test banks, solutions manuals, software, illustrations) through a recognized commercial publishing company that are reviewed by peers and/or academic editors;
   b. Evidence of significant ongoing research involving students that results in poster or oral presentations at professional conferences including the MSU Denver Undergraduate Research Conference;
   c. Attending local, national, or international disciplinary, specialized industry, or pedagogical conferences, meetings, workshops, or field training excursions, even if not presenting;
   d. Attending certification or training classes that will result in additional opportunities to educate students in the classroom;
   e. Incorporating research into active learning classroom activities;
   f. Participating in consulting activities that enhance professional development and teaching;
   g. Developing computer applications, software, or videos for courses;
   h. Keeping abreast of pedagogical and content changes in the discipline;
   i. Applying for competitive internal funding sources;
   i. Applying for external (RM-CESU, NSF, NASA, ESRI, etc.) funding sources or other financial possibilities to improve physical and/or instructional resources (computer, software, laboratory, supplies, equipment, facilities, etc.) for the EAS Department, or to support scholarly research activities.

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 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.

Meets Standards

During the evaluation period, the faculty member demonstrates he or she continues to contribute to service to the Department, College, University, within their discipline, and/or community. These contributions must be ongoing and relevant. It is expected that service activities are substantial and meaningful, not necessarily spread thinly among numerous activities. Examples of service activities that meet standards might include but are not limited to the following:

- Participating in Department, College, University or Campus wide committees;
- Chairing Department, College, University, or Campus wide committees;
- Positions of responsibility (e.g., Director, Treasurer, Secretary) in committees of professional organizations;
- Positions of leadership in local, regional, or national boards;
- Membership in advisory boards or special committees of professional journals or organizations;
- Reviewer of grants;
- Peer-reviewer of submissions to scholarly journals;
- Editing a book or book chapter, translating a book, or publishing a review of a book or book chapter;
- Volunteering for local schools or community events;
- Giving guest presentations;
- Serving as a faculty sponsor for a club/organization;
- Developing networking connections with research institutions;
- Organizing/co-organizing or chairing/co-chairing a conference session; or
- Membership in organizations that relate to field of expertise.

EVAULATION STANDARDS FOR CATEGORY II FACULTY

OVERVIEW

Category II faculty are subject to the norms and expectations of academic freedom befitting an institution of higher education. Furthermore, they serve as contingent faculty appointed for defined terms. Category II faculty are hired most often to teach full-time under contracts of a duration from one to three years. Category II faculty are eligible for reappointment at the discretion of the Dean and Department Chair, respectively. Decisions to reappoint are based upon the needs of the Department or program; they take into consideration the candidate's performance. Performance evaluation, also serves to foster improvement among Category II faculty members.

GUIDELINES FOR CATEGORY II FACULTY

Any Category II faculty member who wishes to be reappointed will undergo a review by submitting a Portfolio to the Department Chair. Category II faculty are expected to follow the Academic Policies and Procedures as described in the MSU Denver Catalog as well as General University Policies described online. If applying for promotion to Senior Lecturer, the Category II Faculty member must meet the conditions for promotion to Senior Lecturer established in Chapter VI of the *Handbook for Professional Personnel*. Portfolios will be submitted using Digital Measures in accordance with the Academic Calendar. When portfolios are submitted to the first level of review as indicated on the Procedural Calendar, no additional materials may be updated or submitted after this deadline. Portfolios must include the following items.

1. Cover Sheet
    a. The cover sheet is published by the Office of the Provost via Digital Measures and is to be used to record recommendations for/against reappointment, promotion, or multi-year contracts.
2. Narrative
    a. If seeking promotion to Senior Lecturer, it should be noted in the first sentence of the narrative;
    b. The narrative is a 1-2 page statement that addresses the following:
        i. A description of how the faculty member has met expectations for assigned duties and duties responsibilities; including:
            1. How courses are designed to meet Student Learning Outcomes and other material on the Regular course syllabus;
            2. How courses are updated to include current knowledge;
            3. How student learning is assessed;
            4. How student learning assessment results are used to improve their courses; and
            5. How any teaching concerns that may be evident from SRIs or Peer Observations are being addressed.
        ii. A reflective self-assessment that highlights accomplishments; and
        iii. Any other relevant information that shows contributions to the mission of the Department of Earth and Atmospheric Sciences and University.
3. An Annotated *Curriculum Vitae* (see Chapter V for definition of "Annotated *Curriculum Vitae*") that reflects the faculty's professional experience.
4. Teaching Agreements
    a. Category II faculty have a primary responsibility to be good teachers; this should be reflected in the Student Ratings of Instruction (SRI). SRIs must be administered consistent with the practice for all faculty as outlined in *Handbook for Professional Personnel* Chapter V and must be included in the Portfolio. SRIs have six categories of rating that include Very Poor (1), Poor (2), Fair (3), Good (4), Very Good (5), and Excellent (6). In particular, 80% of all SRI median scores at the course level should be 4 or higher, indicating that half or more of their students view the faculty member as a good, very good, or excellent teacher. Student comments should be generally positive or neutral. Factors such as course difficulty, course level, required versus elective courses, General Studies versus major courses, online versus on-campus courses, student biases, etc. will be used to evaluate the student ratings and evaluations. If there are some median SRIs of 3 or below, then these should be addressed in the

portfolio narrative, which should also adequately address plans for continued improvement.

       b. Reduced Teaching Load agreements that specify specific duties as well as evaluations of performance by a supervisor should be included that encompass the work completed during this time.

5. Peer Observations:

       a. Peer observations may be summative or formative. Summative Peer Observations must be included in Portfolios; Formative Peer Observations may be included if the Category II faculty member chooses to do so.

              i. All Category II faculty will be observed, at a minimum, once in the first year of their employment as a Category II faculty member. Following the first year of employment, subsequent peer observation(s) will be required if there are indications that they are needed. If a faculty member is applying for promotion to Senior Lecturer, a Summative Peer Observation within the last academic year must be provided.

              ii. All Summative Peer Observations of Category II faculty will be conducted by a trained Peer Observer. If a Peer Observer is not available, the Department Chair or a faculty member appointed by the Department Chair may conduct the observation.

6. Course Material Examples must be included to show how an instructor's individual course syllabus relates to the Regular course syllabus in terms of measurable Student Learning Outcomes, course content, and evaluation of student performance.

7. Course Assessment Examples that indicate contributions to EAS Program assessment and/or General Studies assessment as requested by the Department Chair.

8. Any other evidence of teaching excellence, advising, scholarly activities, or service activities that extends beyond the responsibilities of a Category II faculty member should also be included in the Portfolio.

Reappointment and Promotion Recommendations

    a. The Department Chair will evaluate the Portfolio and write a letter – not to exceed two pages – recommending retention or non-retention to the Dean.

    b. The Dean will evaluate the Portfolio and the Department Chair's recommendation, and determine if the Category II faculty member should be reappointed.

    c. If either the Department Chair or the Dean recommends non-retention, the Portfolio and recommendations will be submitted to the Provost for a final decision regarding retention. All letters and decisions will become part of the Category II faculty member's Portfolio and will be submitted in accordance with the Academic Calendar.

TEACHING

Teaching is the act of creating and maintaining an environment that enhances the opportunities for student learning and discipline-related growth. Effective teachers display knowledge of their subject matters in the relevant learning environment (classroom, on-line, hybrid, fieldwork, 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.

If the faculty member is applying for a multi-year contract, the faculty member must serve a minimum probationary period of three successive one-academic year contracts at MSU Denver. If applying for promotion to Senior Lecturer, the faculty member must have an established record of teaching excellence at MSU Denver or another institution.

Meets Standards

The required materials are included in the Portfolio. Courses follow the Regular course syllabus and the faculty member adheres to General University Policies. Each course is kept current through review of instructional resources and the addition of new materials, as appropriate. The narrative describes how courses are designed and delivered using multiple approaches to facilitate student learning. Expectations for student learning and performance are clearly communicated in syllabi and the faculty member uses Student Learning Outcomes (SLOs) to facilitate student learning and assessment. Course design is in accordance with General Studies program SLOs. General Studies courses comply with Departmental and University requirements. Faculty provides assessment artifacts to support General Studies and Program Assessment. A median SRI of 4 is achieved at least 80% of the time at the course level during the contract period. If below this, they have shown a trend of improvement toward the prefix average for same level courses and the narrative addresses work toward improving SRIs through shifting instructional content via design or delivery and incorporating feedback from student commentary. Summative peer observation addresses strong pedagogy to facilitate student learning.

EVALUATION STANDARDS FOR CATEGORY III (AFFILIATE) FACULTY

OVERVIEW

Affiliate faculty members are part-time employees hired to teach on a per course basis for specific classes, as needed, usually on a semester-by-semester basis, depending on the budget and enrollment. Affiliate faculty reappointments are determined based on a combination of EAS Department needs, faculty member qualifications, and performance. Unfortunately, high performance does not guarantee reappointment. Contracts are provided at the beginning of the term. The EAS Department may have to make last minute decisions regarding affiliate appointments based on factors such as low course enrollment.

GUIDELINES FOR CATEGORY III (AFFILIATE) FACULTY

EAS Department Evaluation of Affiliate Faculty will be based on the following:

1. Student Ratings of Instruction (SRIs) for courses taught by Category III faculty will be administered consistent with the practice for tenure-line faculty as outlined in *Handbook for Professional Personnel* Chapter V.

   a. Category III faculty have a primary responsibility to be good teachers; this should be reflected in the Student Ratings of Instruction (SRI). SRIs must be administered consistent with the practice for all faculty as outlined in *Handbook for Professional Personnel* Chapter V and must be included in the Portfolio. SRIs have six categories of rating that include Very Poor (1), Poor (2), Fair (3), Good (4), Very Good (5), and Excellent (6). In particular, 80% of all median scores at the course level should be 4 or higher, indicating that half or more of their students view the faculty member as a good, very good, or excellent teacher. Student comments should be generally positive or neutral. Factors such as course difficulty, course level, required versus elective courses, General Studies versus major courses, online versus on-campus courses, student biases, etc. will be used to evaluate the student ratings and evaluations. If there median SRIs of 3 or below exist, then these should be addressed in a plan for continued improvement.

2. Department Summative or Formative Peer Observations may be requested from the Department Chair. All Category III faculty will be observed, at a minimum, once in the first semester of their employment as a Category III faculty member by a tenure-line or a Category II faculty member in the EAS Department. Subsequent peer observation(s) will be required if there are indications that they are needed.

3. Course documentation should be submitted to the Department Chair or mentor within the first week of the semester. The affiliate faculty member is expected to teach in accordance with the Regular course syllabus provided to them by the Department to address each of the Student Learning Outcomes. They must submit their individual course syllabus or documentation containing evidence of intent to accomplish Student Learning Outcomes. Official University Policies must be included in the syllabus.

4. Participation in General Studies and Program Assessment is expected of the faculty member, as needed. When requested, the faculty member must provide assessment artifacts such as student assignments or exams that relate to obtaining data about Student Learning Outcomes.

5. The affiliate faculty member responds appropriately to the guidance of the EAS Affiliate Mentoring Committee.

6. Affiliate faculty must abide by the Academic Policies and Procedures as described in the MSU Denver Catalog as well as General University Policies described online. For example, classes must meet during finals week, the affiliate faculty member regularly checks and uses their University email as a means of communication, and classes are not cancelled on a regular basis.

7. Other indicators of teaching quality may be evaluated such as a high drop rate or grades that are unusually high or low may also be a cause for concern.

APPENDIX A: STATEMENT ON SCHOLARLY INTEGRITY IN PUBLISHING

Publishing within scholarly journals and other peer-reviewed publications is a complex process that involves understanding how to write a peer-reviewed article within acceptable standards. Authors need to be able to plan and write a scholarly paper, understanding different publishing models currently in use, assess the pros and cons of collaborative authoring and becoming familiar with the tools and resources a scholarly writer needs to complete a publication.

The Auraria Campus Library has created resources for faculty striving to meet departmental scholarly activities guidelines. Under the "faculty resource" link on the library website below the heading of Research, the following help for scholarly publishing is found: "Publish, Not Perish" (CU Libraries tutorial on the art and craft of publishing in scholarly journals, Copyright 2006, University of Colorado, Board of Regents.) Tutorial provided by the University of Colorado libraries). The Tutorial covers numerous important aspects of publishing and instructions to authors and contains some important definitions. EAS faculty are encouraged to utilize this resource http://library.auraria.edu/tutorials/publish-not-perish.

Scholarly Journal: This term refers to a journal that is refereed or peer-reviewed. In order to determine if a journal is scholarly look at a paper copy of a journal or visit its website.

Does the journal:
- List an editorial board?
- Contain instructions to authors that refer to a peer review process?
- Publish articles that offer new theories, report primary results of research in an academic field, or summarize previous research?
- If you answer "Yes" to these questions, the chances are good that it is a scholarly journal.

Authorship:
It's the responsibility of everyone whose name is listed as an "author" to attest:
- Their bona fide contribution to the work
- Support of the research and conclusions
- Working knowledge of the project or ideas described
- Their position in the list of co-authors as an accurate representation of their contribution to the project (unless the journal specifies that authors are listed alphabetically).

Additional sources are helpful in identifying issues related to publication integrity such as the International Committee of Medical Journal Editors who explain some ethical considerations concerning overlapping publications.

Overlapping Publications:

Overlapping publications such as duplicate submissions and duplicate publications are not to be considered as separate peer-reviewed publications. Acceptable Secondary Publications, while not considered as a separate peer-reviewed publication meet integrity standards(International Committee of Medical Journal Editors).

a)   Duplicate Submission
Authors should not submit the same manuscript, in the same or different languages, simultaneously to more than one journal. The rationale for this standard is the potential for disagreement when two (or more) journals claim the right to publish a manuscript that has been submitted simultaneously to more than one journal, and the possibility that two or more journals will unknowingly and unnecessarily undertake the work of peer review, edit the same manuscript, and publish the same article.

b)   Duplicate Publication
Duplicate publication is publication of a paper that overlaps substantially with one already published, without clear, visible reference to the previous publication. Readers of scholarly journals deserve to be able to trust that what they are reading is original unless there is a clear statement that the author and editor are intentionally republishing an article (which might be considered for historic or landmark papers, for example). The bases of this position are international copyright laws, ethical conduct, and cost-effective use of resources. Duplicate publication of original research is particularly problematic because it can result in inadvertent double-counting of data or inappropriate weighting of the results of a single study, which distorts the available evidence. When authors submit a manuscript reporting work that has already been reported in large part in a published article or is contained in or closely related to another paper that has been submitted or accepted for publication elsewhere, the letter of submission should clearly say so and the authors should provide copies of the related material to help the editor decide how to handle the submission.

c)   Acceptable Secondary Publication
Secondary publication of material published in other journals or online may be justifiable and beneficial, especially when intended to disseminate important information to the widest possible audience (e.g., guidelines produced by government agencies and professional organizations in the same or a different language). Secondary publication for various other reasons may also be justifiable provided that some relevant combination of] the following conditions are met:

(1)   The authors have received approval from the editors of both journals (the editor concerned with secondary publication must have access to the primary version).
(2)   The priority of the primary publication is respected by a publication interval negotiated by both editors with the authors.
(3)   The paper for secondary publication is intended for a different group of readers; an abbreviated version could be sufficient.
(4)   The secondary version faithfully reflects the data and interpretations of the primary version.
(5)   The secondary version informs readers, peers, and documenting agencies that the paper has been published in whole or in part elsewhere—for example, with a note that might read, "This article is based on a study first reported in the [journal title, with full reference]"—and the secondary version cites the primary reference.

As adapted from the "Recommendations for the Conduct, Reporting, Editing, and Publication of Scholarly work in Medical Journals" published by the International Committee of Medical Journal Editors.