

The Attached Departmental Guidelines for the Department of

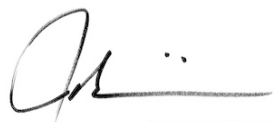
ENGLISH


at

The Metropolitan State University of Denver
are submitted for Approval for the Period

August 1, 2023 through July 31, 2024

Department Chair  Andreas Mueller Date 23/2/23

Dean  Date 23/2/23

Provost  Marie T. Mora, Ph.D. Date May 16, 2023

NB. The Department previously approved revised 2023-24 guidelines that took into account reduced teaching loads. After the pause on the planned teaching load reduction, the department voted to suspend the implementation of the revised guidelines until a teaching load reduction occurs and retain the current guidelines.

Approvals:



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.

English Department Guidelines for 2023-2024

Department Mission Statement

Department of English faculty share a heritage in which language, both verbal and visual, writing, literature, and the art of teaching are valued as cornerstones of a liberal education. Representing distinct specializations, we form a community of readers, writers and linguists who pursue the study of humane letters for both aesthetic and practical reasons.

The English Department provides students from across the university with courses that fulfill the General Studies requirement in Written Communication: English 1010 (Composing Arguments) or English 1008 plus English 1009, and English 1020/1021 (Research and Argument Writing). The Department also teaches courses that meet the General Studies requirement in Arts and Humanities including some Global Diversity courses. Thus, in keeping with the liberal arts tradition of general education, the Department promotes both the basic intellectual skills of critical reading and writing and the kind of understanding of the human condition that comes from the experience and appreciation of literature and cinema.

For students majoring or minoring in English, the program provides a foundation in literature, language, linguistics, rhetoric, writing, film and media studies, and teaching. Thus students' command of written language, their ability to analyze and interpret both texts and concepts, and their broad understanding of human nature and social realities will enable them to be competitive in a variety of fields, including education, business, and public service or, with appropriate graduate work, in professions such as law and higher education.

English Department faculty members develop professionally, maintaining currency in the curricula they teach and in their scholarly and creative work leading to various forms of publication and presentation. They serve the University and community by volunteering in schools or other organizations by sharing with their fellow citizens the insights of teacher-scholars educated in the tradition of the liberal arts.

Preamble

Where examples are cited for fulfillment of each area of evaluation, they are, indeed, illustrative examples. Faculty members may cite other comparable activities to support a claim for a particular level of evaluation.

As faculty are preparing their portfolios, and the Department Committees are reviewing them, they are encouraged to consult the Handbook and confirm with the Provost's Office the parameters of the period under review. **Insert specific timeline language once it is confirmed by the Provost's office**

Faculty granted Reassigned Time or Course Releases may choose which field(s) (Teaching, Scholarly Activity, Service, or any combination thereof) in which they wish the Reassigned Time or Course Release should be evaluated. This should be included in the Portfolio Narrative.

“Shared Governance” is defined here as participation in decision-making processes which are designed to assist the department, school, or university in achieving excellence and helping develop policies, proposals, and other matters of significance, including strategic planning, to the purpose of achieving the mission of the department, school, and/or University.

In discussion of the “differentiated student body,” please refer to the Office of Diversity and Inclusion's website, <https://www.msudenver.edu/diversity/aboutus/>

Professional Responsibilities

- I. Faculty shall perform responsibilities specified in the Handbook (in accordance with the academic calendar) and adhere to accepted standards of professional conduct, including: the conduct of assigned classes; providing the chair with timely notice in the event they cannot conduct a class (or classes); and shall arrange when possible, for instruction to be provided when they cannot be present—either by a substitute or by a class assignment. The full list of these General Standards for Performance of Faculty are listed here: <https://www.msudenver.edu/las/facultyinformation/resources/>
- II. Faculty shall present to all students attending class a course description, class schedule, grading criteria, and special notices required by law or institutional policy (ADA statement, for example).
- III. Faculty shall adopt such procedures as necessary to assure that adequate and accurate records of student performance, and attendance if mandated by the syllabus, are maintained.
- IV. Faculty shall establish, post, and keep a minimum of 5 office hours each week during each academic term of the regular academic year. Faculty granted reassigned time will keep office hours as determined by the chair. Faculty members shall prepare for classes, evaluate students' performance, confer with and advise students, and participate in committee work, professional development, service, and other appropriate professional activities.

TEACHING

From *The Handbook for Professional Personnel* (2014)

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.

1. **Content Expertise:** To demonstrate knowledge and/or relevant experience: 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.
2. **Instructional Design:** To re-order and re-organize this knowledge/experience for student learning: Effective teachers design course objectives, syllabi, materials, activities, and experiences that are conducive to learning.
3. **Instructional Delivery:** To communicate and “translate” this knowledge/experience into a format accessible to students: Effective teachers communicate information clearly, create environments conducive to learning, and use an appropriate variety of teaching methods.
4. **Instructional Assessment:** To evaluate the mastery and other accomplishments of students: Effective teachers design assessment procedures appropriate to course objectives, ensure fairness in student evaluation and grading, and provide constructive feedback on student work.
5. **Advising In and Beyond the Classroom:** To provide guidance for students as they pursue undergraduate and post-baccalaureate education and/or employment: Effective advisors interact with students to provide career guidance and information, degree program guidance and information (e.g., advice on an appropriate schedule to facilitate graduation), and answers to questions relating to a discipline.

SCHOLARLY ACTIVITIES

From the *Handbook for Professional Personnel*

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.

Purposes include, but are not limited to, the following: advancing knowledge or culture through original research or creative activities; interpreting knowledge within or across disciplines; synthesizing information across disciplines, across topics, or across time; aiding society or disciplines in addressing problems; or enhancing knowledge of student learning and effective teaching.

Typically, to be considered scholarship, findings should be disseminated to either peer review by disciplinary scholars or professional or governmental organizations; or critical reflection by a wider community, including corporations or nonprofit organizations, for example.

In addition to these scholarly activities, and depending on the specific Department Guidelines, this category may also include activities in which the faculty member shares other knowledge with members of the learned and professional communities; continued education and professional development activities appropriate to professional status or assignments; and other activities specific to the faculty member's discipline or assigned responsibilities.

SERVICE

From the *Handbook for Professional Personnel*: 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 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, non-profit organizations, or government agencies.

Examples of service might include:

- (1) Committee participation
- (2) Committee leadership
- (3) Program or department contributions
- (4) Board participation
- (5) Unpaid public service to community and/or professional organizations
- (6) Contributions to disciplinary associations

Guidelines for Tenure and Promotion to Associate Professor

The institution, as well as The Handbook for Professional Personnel, makes no distinction between early tenure and tenure. If the candidate has met the guidelines listed below and is a 4th year tenure-track faculty member, whether he or she has brought in years or has any previous experience, he or she is eligible to apply for tenure and should be evaluated on the criteria listed below.

In order to meet standards the faculty member must demonstrate in her/his portfolio that during the review period he/she has:

<u>TEACHING</u>	<u>SCHOLARLY ACTIVITY</u>	<u>SERVICE</u>
<p>In order to meet standards the faculty member must demonstrate in her/his portfolio that during the review period he/she has:</p>	<p>For English Department faculty at all levels of review the following applies:</p> <ol style="list-style-type: none"> 1. A scholarly or creative work will be evaluated on its merits with no distinction made between single or multiple authorship. The faculty's contribution to such work should be clearly specified. 2. Scholarly or creative works accepted for publication at the time of portfolio submission meet this standard. 3. Creative work that is self-published or self-produced may be considered based on favorable reviews or commercial success that establishes the author's reputation in the field. 4. Substantial scholarly or creative grant writing activities can be considered scholarly activities; the faculty member has the responsibility to demonstrate how the grant writing activity is equivalent to other scholarly work 5. Publications in predatory or vanity publications or by predatory or vanity presses or self-published works do not meet this standard. 	<p>Faculty engage in service when they participate in the shared governance and good functioning of the institution; service to the institution can be at the program, department, college, or university level. Beyond the institution, faculty engage in service when they use their disciplinary and/or professional expertise and talents to contribute to the betterment of their multiple environments, such as regional communities, professional and disciplinary associations, non-profit organizations, or government agencies.</p> <p>Service involvement must be evident through the narrative, annotated CV and additional materials required for the portfolio for Year 3 and Tenure.</p>
<p><u>Meets Standards:</u></p> <ul style="list-style-type: none"> • Maintain an effective classroom environment with course content and pedagogies that meet the 	<p><u>Meets Standards:</u></p> <p>Faculty shall maintain a record of excellence in discipline-specific or pedagogical scholarly activities that shows consistent and substantive development. Faculty shall make at least 5 meaningful contributions to</p>	<p><u>Meets Standards:</u></p> <p>Continuous and active membership on one departmental or area committee for at least three years. The candidate should be able to demonstrate that he or she does more than attend meetings. For example, members can contribute</p>

<p>needs of a differentiated student body.</p> <ul style="list-style-type: none"> • Update and modify courses to ensure currency. • Integrate scholarly activities in teaching and/or contribute new pedagogical strategies or curricular work. • Participate in effective and timely evaluation of individual students and in program assessment. • Advise students about program requirements, graduate school, internships, and job possibilities; write letters of recommendation upon request. 	<p>scholarly activities where at least one shall be of Type A. Alternately, one contribution of type C will be sufficient. The list of activities is not all-inclusive and implies no hierarchy by the order in which items are listed.</p> <p>A: Publication of a paper written for a scholarly or professional audience in a peer-reviewed or an editor-reviewed journal (print or online); or a book chapter by a nationally recognized publisher; or publication or performance/production of an original creative work (e.g., novellas, short stories, poems, short playscripts, short screenplays) commissioned by an established publisher (prose and poetry) or producer (plays and screenplays), or submitted to and accepted by an established publisher, producer, or literary journal; or equivalent activity - the faculty has the responsibility of demonstrating the comparability/equivalence.</p>	<p>by keeping minutes, writing committee reports and letters, organizing and communicating meetings, preparing sub-committee reports, or acting as committee chair or assistant chair.</p> <p style="text-align: center;">AND</p> <p>Active membership on at least two departmental or area committees with significant activity that demonstrates shared governance at the department level. Examples include working with student clubs, student events, student coaching, student mentorship, and promotion of student achievement; serving as a member of a search committee, serving on a curriculum committee, an administrative task force such as assessment planning and reviewing for general studies or program-level assessment, or serving on ad hoc committees convened to explore a specific issue.</p>
<p><u>Meets Standards for Tenure:</u></p> <p>The faculty member has a record of Student Ratings of Instruction (SRIs) on question 2 of the Ratings at or above a 4.5 mean for 50% of classes taught; comments, too, show a record of effective teaching. Mitigating factors, like exceptionally low response rates in online classes, required or elective courses, upper or lower division courses, may be considered in evaluation decisions.</p>	<p>B: Peer-reviewed or invited presentations of the faculty's work (scholarly or creative) at a regional, national or international conference. Or equivalent activity – the faculty has the responsibility of demonstrating the comparability/equivalence.</p>	<p style="text-align: center;">AND</p> <p>An active, multiyear term on a college or university committee or Faculty Senate with subcommittee service.</p> <p style="text-align: center;">OR (may substitute for college/university service)</p> <p>A pattern of service in the community that is either discipline related or related to the mission¹ of MSU Denver. As per MSU Denver's <i>Handbook for Professional Personnel</i>, such service must be unpaid.</p>
	<p>C: Publication of peer-reviewed or an editor-reviewed book-length contribution (e.g., textbook, critical study, translation, novel, short story or poetry collection, published or produced full-length playscript, published or sold full-length screenplay) or nationally recognized or nationally distributed production of original work (e.g., full-length play or film, multimedia exhibit).</p>	<p>Note: Equivalent service activity—the faculty member has the responsibility of demonstrating the comparability/equivalence.</p>

¹ Metropolitan State University Mission Statement: MSU Denver's mission is to provide a high-quality, accessible, enriching education that prepares students for successful careers, post-graduate education and lifelong learning in a multicultural, global and technological society. To fulfill its mission, MSU Denver's diverse university community engages the community at large in scholarly inquiry, creative activity and the application of knowledge.

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Guidelines for Promotion to Full Professor

For promotion to Professor, there is an expectation for a record of “significant accomplishment” in all three areas. (Handbook for Professional Personnel V.H.C.) Therefore, the expectation for promotion is that the candidates goes beyond rather than maintaining previous standards for Associate Professor. The candidate demonstrates his or her “significant accomplishment” in the narrative, annotated CV and additional materials required in the portfolio submission process.

<u>TEACHING</u>	<u>SCHOLARLY ACTIVITY</u>	<u>SERVICE</u>
<p>In order to meet standards the faculty member must demonstrate in her/his portfolio that during the review period he/she has:</p>	<p>For English Department faculty at all levels of review the following applies:</p> <ol style="list-style-type: none"> 1. A scholarly or creative work will be evaluated on its merits with no distinction made between single or multiple authorship. The faculty’s contribution to such work should be clearly specified. 2. Scholarly or creative works accepted for publication at the time of portfolio submission meet this standard. 3. Creative work that is self-published or self-produced may be considered based on favorable reviews or commercial success that establishes the author’s reputation in the field. 4. Substantial scholarly or creative grant writing activities can be considered scholarly activities; the faculty member has the responsibility to demonstrate how the grant writing activity is equivalent to other scholarly work 5. Publications in predatory or vanity publications or by predatory or vanity presses or self-published works do not meet this standard. 	<p>Faculty engage in service when they participate in the shared governance and good functioning of the institution; service to the institution can be at the program, department, college or university level. Beyond the institution, faculty engage in service when they use their disciplinary and/or professional expertise and talents to contribute to the betterment of their multiple environments, such as regional communities, professional and disciplinary associations, non-profit organizations, or government agencies.</p> <p>Service involvement must be evident through the narrative, annotated CV and additional materials required.</p>
<p><u>Meets Standards:</u></p> <ul style="list-style-type: none"> • Maintain an effective classroom environment with course content and pedagogies that meet the needs of a differentiated student body. • Update and modify courses to ensure currency. 	<p><u>Meets Standards:</u></p> <p>Faculty shall maintain a record of excellence in discipline-specific or pedagogical scholarly activities that shows consistent and substantive development. Faculty shall make at least 6 meaningful contributions to scholarly activities where at least one shall be of Type A. Alternately, one contribution of type C will be sufficient. The list of activities is not</p>	<p><u>Meets Standards:</u></p> <p>The candidate should demonstrate that they have acted in a leadership role.</p> <p style="text-align: center;">AND</p> <p>Active membership on at least two departmental or area committees with</p>

<ul style="list-style-type: none"> • Integrate scholarly activities in teaching and/or contribute new pedagogical strategies or curricular work. • Participate in effective and timely evaluation of individual students and in program assessment. • Create/Revise curriculum, as needed, within the program. • Advise students about program requirements, graduate school, internships, and job possibilities; write letters of recommendation upon request. • Engage in curriculum work: development of new courses/programs or revisions of existing courses/programs as needed. 	<p>all-inclusive and implies no hierarchy by the order in which items are listed.</p> <p>A: Publication of a paper written for a scholarly or professional audience in a peer-reviewed or an editor-reviewed journal (print or online); or a book chapter by a nationally recognized publisher; or publication or performance/production of an original creative work (e.g., novellas, short stories, poems, short playscripts, short screenplays) commissioned by an established publisher (prose and poetry) or producer (plays and screenplays), or submitted to and accepted by an established publisher, producer, or literary journal; or equivalent activity - the faculty has the responsibility of demonstrating the comparability/equivalence.</p> <p>B: Peer-reviewed or invited presentations of the faculty's work (scholarly or creative) at a regional, national or international conference. Or equivalent activity – the faculty has the responsibility of demonstrating the comparability/equivalence.</p> <p>C: Publication of peer-reviewed book-length contribution (e.g., textbook, critical study, translation, novel, short story or poetry collection, published or produced full-length playscript, published or sold full-length screenplay) or nationally recognized or nationally distributed production of original work (e.g., full-length play or film, multimedia exhibit)</p>	<p>significant activity that demonstrates shared governance at the department level. Examples include working with student clubs, student events, student coaching, student mentorship, and promotion of student achievement; serving as a member of a search committee, serving on a curriculum committee, an administrative task force such as assessment planning and reviewing for general studies or program-level assessment, or serving on ad hoc committees convened to explore a specific issue.</p> <p style="text-align: center;">AND</p> <p>An active, multiyear term on a college or university committee/task force or Faculty Senate with subcommittee service.</p> <p style="text-align: center;">OR (may substitute for college/university service)</p>
<p><u>Meets Standards for Promotion:</u></p> <p>The faculty member has a record of Student Ratings of Instruction (SRIs) on question 2 of the Ratings at or above a 4.5 mean for 75% of classes taught; comments, too, show a record of effective teaching. Mitigating factors, like exceptionally low response rates in online classes, required or elective courses, upper or lower division courses, may be considered in evaluation decisions.</p>		<p>Service in the community that is either discipline related or related to the mission² of MSU Denver. As per MSU Denver's <i>Handbook for Professional Personnel</i>, such service must be unpaid.</p> <p>Equivalent service activity—the faculty member has the responsibility of demonstrating the comparability/equivalence.</p>

² Metropolitan State University Mission Statement: MSU Denver's mission is to provide a high-quality, accessible, enriching education that prepares students for successful careers, post-graduate education and lifelong learning in a multicultural, global and technological society. To fulfill its mission, MSU Denver's diverse university community engages the community at large in scholarly inquiry, creative activity and the application of knowledge.

Guidelines for Post-Tenure Review

<p><u>Teaching</u> In order to meet standards the faculty member must demonstrate in her/his portfolio that during the review period he/she has:</p>	<p><u>Scholarly Activities</u> For English Department faculty at all levels of review the following applies:</p> <ul style="list-style-type: none"> • A scholarly or creative work will be evaluated on its merits with no distinction made between single or multiple authorship. The faculty shall specify their individual contribution as multiple author. • Scholarly or creative works accepted for publication at the time of portfolio submission meet this standard. • Creative work that is self-published or self-produced may be considered based on favorable reviews or commercial success that establishes the author's reputation in the field. • Substantial scholarly or creative grant writing activities can be considered scholarly activities; the faculty member has the responsibility to demonstrate how the grant writing activity is equivalent to other scholarly work • Publications in predatory or vanity publications or by predatory or vanity presses or self-published works do not meet this standard. 	<p><u>SERVICE</u> Faculty engage in service when they participate in the shared governance and good functioning of the institution; service to the institution can be at the program, department, college or university level. Beyond the institution, faculty engage in service when they use their disciplinary and/or professional expertise and talents to contribute to the betterment of their multiple environments, such as regional communities, professional and disciplinary associations, non-profit organizations, or government agencies.</p> <p>Service involvement must be evident through the narrative, annotated CV.</p>
<p><u>Meets Standards:</u></p> <ul style="list-style-type: none"> • Maintain an effective classroom environment with course content and pedagogies that meet the needs of a differentiated student body. • Update and modify courses to ensure currency. • Integrate scholarly activities in teaching and/or contribute new pedagogical strategies or curricular work. • Participate in effective and timely evaluation of individual students and in program assessment. 	<p><u>Meets Standards:</u></p> <p>Faculty shall maintain a record of excellence in discipline-specific or pedagogical scholarly activities that shows consistent and substantive development. Faculty shall make at least 3 meaningful contributions to scholarly activities (all from A or all from B or a combination totaling three will work). Alternately, one contribution of type C will be sufficient. The list of activities is not all-inclusive and implies no hierarchy by the order in which items are listed.</p> <p><u>A:</u></p>	<p><u>Meets Standards:</u></p> <p>Active membership on at least two departmental or area committees with significant activity that demonstrates shared governance at the department level. Examples include working with student clubs, student events, student coaching, student mentorship, and promotion of student achievement; serving as a member of a search committee, serving on a curriculum committee, an administrative task force such as assessment planning and reviewing for general studies or program-level assessment, or serving on ad hoc committees convened to explore a specific issue. This service</p>

<ul style="list-style-type: none"> Advise students about program requirements, graduate school, internships, and job possibilities; write letters of recommendation upon request. 	<p>Publication of a paper written for a scholarly or professional audience in a peer-reviewed or an editor-reviewed journal (print or online); or a book chapter by a nationally recognized publisher; or publication or performance/production of an original creative work (e.g., novellas, short stories, poems, short playscripts, short screenplays) commissioned by an established publisher (prose and poetry) or producer (plays and screenplays), or submitted to and accepted by an established publisher, producer, or literary journal; or equivalent activity - the faculty has the responsibility of demonstrating the comparability/equivalence.</p>	<p>should include membership of at least two years on one committee.</p>
<p><u>Meets Standards for PTR:</u> The faculty member has a record of Student Ratings of Instruction (SRIs) on question 2 of the Ratings at or above a 4.5 mean for 50% of classes taught; comments, too, show a record of effective teaching. Mitigating factors, like exceptionally low response rates in online classes, required or elective courses, upper or lower division courses, may be considered in evaluation decisions.</p>	<p><u>B:</u> Peer-reviewed or invited presentations of the faculty’s work (scholarly or creative) at a regional, national, or international conference, or advanced study; or equivalent activity – the faculty has the responsibility of demonstrating the comparability/equivalence.</p>	<p style="text-align: center;">AND</p> <p>An active, term on a college or university committee/taskforce or Faculty Senate with subcommittee service.</p> <p style="text-align: center;">OR (may substitute for college/university service)</p> <p>Service in the community that is either discipline related or related to the mission³ of MSU Denver. As per MSU Denver’s <i>Handbook for Professional Personnel</i>, such service must be unpaid.</p>
	<p><u>C:</u> Publication of peer-reviewed book-length contribution (e.g., textbook, critical study, translation, novel, short story or poetry collection, published or produced full-length playscript, published or sold full-length screenplay) or nationally recognized or nationally distributed production of original work (e.g., full-length play or film, multimedia exhibit) shall be eligible to serve as an equivalent activity – the faculty has the responsibility of demonstrating the comparability/equivalence.</p>	<p>Equivalent service activity—the faculty member has the responsibility of demonstrating the comparability/equivalence.</p>

³ Metropolitan State University Mission Statement: MSU Denver's mission is to provide a high-quality, accessible, enriching education that prepares students for successful careers, post-graduate education and lifelong learning in a multicultural, global and technological society. To fulfill its mission, MSU Denver's diverse university community engages the community at large in scholarly inquiry, creative activity and the application of knowledge.

CAT II Guidelines

Professional Responsibilities

- I. Faculty shall perform responsibilities specified in the Handbook (in accordance with the academic calendar) and adhere to accepted standards of professional conduct, including: the conduct of assigned classes; providing the front office with timely notice in the event they cannot conduct a class (or classes); and shall arranging when possible, for instruction to be provided when they cannot be present—either by a substitute or by a class assignment.
- II. Faculty shall present to all students attending class a course description, class schedule, grading criteria, and special notices required by law or institutional policy (ADA statement, for example).
- III. Faculty shall adopt such procedures as necessary to assure that adequate and accurate records of student performance, and attendance if mandated by the syllabus, are maintained. Gradebooks for the term will be turned in to the front office by the end of the term.
- IV. Faculty shall establish, post, and keep a minimum of 5 office hours each week during each academic term of the regular academic year. Faculty members shall prepare for classes, evaluate students' performance, and confer with and advise students.
- V. The faculty member is not required, but may participate in committee work, professional development and scholarly pursuits, departmental or other service, and curriculum development, and may include such material in any re-appointment, promotion, or multi-year contract documents.
- VI. A class observation is required by the Handbook during the first year for reappointment to the next year.

Re-appointment: Courses are kept current through review of instructional resources and addition of new materials, as appropriate. Expectations for student learning and performance are clearly communicated in syllabi and the faculty member uses student learning objectives/outcomes, as one means to facilitate student learning and assessment. The faculty member uses professional expertise, along with course and/or program assessment results, as available, to improve courses. Faculty member has a record of Student Ratings of Instruction at or above 4.0 for a majority of classes taught; comments, too, show a record of effective teaching. Mitigating factors, like exceptionally low response rates in online classes may be considered in evaluation decisions. Any re-assigned time is addressed in the narrative with an explanation of its merit and effectiveness.

Senior Lecturer: The faculty member has at least six years, as defined in the Handbook, of teaching. The faculty member has a record of effective teaching as appropriate to the member's particular discipline and departmental needs. The faculty member shows examination of teaching practices with evidence of improved teaching, including student evaluations at or above 4.5 in a majority of classes taught, including comments if available. Any re-assigned time is addressed in the narrative with an explanation of its merit and effectiveness. Applicants for Senior Lecturer should demonstrate further achievements with one or more of the following:

- Creation of new curriculum or significant revisions or existing curriculum.
- Regular participation in department assessment activities
- Significant service to the department
- Professional development - presenting at a scholarly conference in the faculty member's teaching field
- Scholarly or creative publication in the faculty member's teaching field
- Recognition of professional or scholarly achievement.
- Advising of an Honors Thesis or teaching of an Independent Study course

Multi-year Contract: Depending on departmental needs, a faculty member may apply for a multi-year contract of two to three years after the faculty member has completed three years of full time service as a Category II member of the Department. The availability of a multi-year contract may be contingent on position description/hiring line number. Application shall consist of a letter, vita, and the last three years of re-appointment reviews. The decision to extend a multi-year contract will be made after consultation among the Department Chair, Director of First Year Writing, and the Dean of Letters, Arts, and Sciences.

CAT III Guidelines

Professional Responsibilities

- I. Faculty shall perform responsibilities specified in the Handbook (in accordance with the academic calendar) and adhere to accepted standards of professional conduct, including: the conduct of assigned classes; providing the front office with timely notice in the event they cannot conduct a class (or classes); and shall arranging when possible, for instruction to be provided when they cannot be present—either by a substitute or by a class assignment.
- II. Faculty shall present to all students attending class a course description, class schedule, grading criteria, and special notices required by law or institutional policy (ADA statement, for example).
- III. Faculty shall adopt such procedures as necessary to assure that adequate and accurate records of student performance, and attendance if mandated by the syllabus, are maintained. Gradebooks for the term will be turned in to the front office by the end of the term.
- IV. Faculty members shall prepare for classes, evaluate students' performance, confer with and advise students in their own classes, and attend one departmental workshop each term and the closing meeting of the term.

Reappointment: Reappointment is based on these guidelines and departmental need. Courses are kept current through review of instructional resources and addition of new materials, and compliance with changing departmental syllabi, as appropriate. Expectations for student learning and performance are clearly communicated in syllabi and the faculty member uses student learning objectives/outcomes, as one means to facilitate student learning and assessment. The faculty member uses professional expertise, along with course and/or program assessment results, as available, to improve courses. Faculty member has a record of Student Ratings of Instruction at or above 4.0 for the majority of classes taught; comments, too, show a record of effective teaching. Mitigating factors, like exceptionally low response rates in online classes may be considered in evaluation decisions. Faculty members communicate regularly with their students via email and respond promptly to emails from students, office staff, the Director of First Year Writing, and the Department Chair.

Affiliate Faculty Observation Policy English Department MSU Denver

1. Members of the First-Year Writing Committee including the Director of First-Year Writing will observe Affiliate Faculty. Evaluations will be formative, and reports will be discussed with the Affiliate Faculty member.

2. New affiliate faculty members will be observed once in their first year of teaching for the department.
3. Continuing affiliate faculty members will be observed at least once every three years, with two exceptions:
 - a. The affiliate faculty member requests more frequent observation (for instance, to have a current observation as part of a job application)
 - b. The affiliate faculty member is not meeting guidelines, expectations for reappointment, contractual obligations or professional standards as determined by the Director of First-Year Writing or the English Department Chair. In this case, they will be observed the following semester.

Guidelines for Emeritus Faculty Status

Emeritus Status Guidelines

To be considered for emeritus status, the department of English adheres to the *Handbook for Professional Personnel* requirements of:

- Has completed ten years or more of full-time service at the University;
- Faculty who participate in the transitional retirement program or who continue to teach full-time at the University after retirement are considered to be members of the faculty and therefore are not yet eligible for emeritus status;
- Must be nominated by the department chair or any faculty member in the department of English;
- The nomination should be substantiated in terms of length of service, excellence in teaching, and/or other contributions to the University;
- The nomination must be endorsed by a majority of the tenured members of the English department.

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