

The Attached Departmental Guidelines for the Department of


Political Science


at

The Metropolitan State University of Denver
are effective

August 1, 2023

Approvals:

Department Chair  Date Aug 16, 2023

Dean  Date Aug 16, 2023

VPAA _____ Date _____

Departmental Guidelines

Department of Political Science

Metropolitan State University of Denver

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MISSION STATEMENT—DEPARTMENT OF POLITICAL SCIENCE

To provide high quality, accessible and enriching education in the discipline of Political Science that prepares students for successful careers in public service, broadly defined, and as a foundation to continue their education across a variety of fields, including law, public administration, public policy, international affairs, and American politics.

To fulfill its mission, the Political Science program's goals are to educate students to be civically engaged and efficacious citizens that are informed in the substantive knowledge of political systems in their communities, the nation, and across the globe. In doing so, we seek to create critical thinkers with the research and communication tools necessary to function as global citizens and understand the career and post-graduate opportunities that enable them to positively impact their communities.

In pursuit of our mission, our faculty engage in high quality teaching, scholarly activities, and service that align with the discipline of Political Science, as well as our affiliated minors including Leadership Studies, Legal Studies, Native American Studies and Public Affairs and Administration. The Department also offers ancillary services for students and serves as an integral part of the University's goals of promoting civic engagement among the student body and engages in public-oriented research and service.

Our Commitment to Diversity, Equity and Inclusion: The Department of Political Science embraces the diversity and inclusion of all people regardless of their identity. These identities include, but are not limited to, ability, age, ethnicity, gender identity and expression, immigration status, intellectual differences, national origin, race, religion, sex, and sexual orientation. We acknowledge that excellence and equity are products of embracing diversity. Our commitment to a welcoming environment drives us to eliminate real and perceived barriers, enabling us to provide an enriched learning and working academic environment and the necessary resources for success to our entire community.

GENERAL STANDARDS OF PERFORMANCE FOR FACULTY

The Departmental Guidelines provide specific guidance to faculty and set out criteria for evaluation. All faculty are expected to meet the performance standards described in the Faculty Employment Handbook. The Department also adopts definitions of teaching, service and scholarly activity in accordance with the Handbook, which can be found at: <https://www.msudenver.edu/hr/policies/handbooksmanualsrules/>

College policies are under the purview of the Dean in consultation with the academic Department Chairs. Departmental policies are established by the Chair in consultation with the Dean and their Faculty. The General Standards of Performance for the Faculty in the College of Letters, Arts, and Sciences are:

1. Timely performance of responsibilities and other responsibilities as specified in the faculty member's contract, the Handbook, and in accordance with the academic and procedural calendars including submission of grades by the deadline established by the Registrar.
2. Adherence to accepted standards of professional conduct as established by the Handbook and AAUP.
3. Faculty are expected to be available by email or phone during their contractual period, which for full time faculty is approximately the nine-month period from one week prior to the beginning of classes in the fall semester to one week after the conclusion of final exams in the spring semester, excluding when the campus is closed.
4. Faculty shall be responsible for the conduct of assigned classes and submitting grades by the University deadline; shall provide the chair with timely notice in the event that they cannot conduct a class (or classes); and, pursuant to written Departmental policy, shall arrange, when possible, for instruction to be provided when they cannot be present — either by a substitute or by class assignment.
5. During the first week of class faculty shall present to all students attending class a syllabus [or appropriate LMS equivalent] containing the course description, their grading criteria, CLAS syllabus policies and special notices required by law or institutional policy.
6. Faculty shall, as established by Departmental policies, adopt such procedures as necessary to assure that adequate and accurate records of student performance are maintained.
7. Full-time faculty shall establish, post, and keep a minimum of 5 office hours weekly during each academic term of the regular academic year.
8. The normal teaching load for full-time faculty is 24 semester credit hours per academic year.
9. In addition to teaching their classes, full-time faculty members shall prepare for classes, evaluate students' performance, confer with and advise students. Tenure-line faculty will participate in committee work, scholarly activities, service and other appropriate professional activities. Full-time faculty are expected to devote an average of at least 40 hours per week during the contract year to meeting their teaching and other obligations.
10. Faculty shall keep syllabi and student records for all classes for one calendar year after the end of the semester in which the course was taught.
11. Faculty shall respond to emails in a timely manner as established by their Departmental policies.

GUIDELINES FOR TENURE AND PROMOTION TO ASSOCIATE PROFESSOR

The Department, as well as [Faculty Employment Handbook](#), 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 they have brought in years or has any previous experience, are eligible to apply for tenure and should be evaluated on the criteria listed below.

To gain tenure and promotion to Associate Professor, a candidate must “Meet Standards” in all three of the following areas of evaluation.

TEACHING

Effective teachers display knowledge of their subject matters in the relevant learning environment, 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. They design course objectives, syllabi, materials, activities, and experiences that are conducive to learning. They communicate information clearly, create environments conducive to learning, and use an appropriate variety of teaching methods. They design assessment procedures appropriate to course objectives, ensure fairness in student evaluation and grading, and provide constructive feedback on student work. They interact with students to provide career guidance and information, degree program guidance and information, and answers to questions relating to a discipline.

The intent of the following standards is to allow for a determination of whether or not a candidate has sufficiently developed toward mastery in the area of teaching across the probationary period. To this extent, candidates shall be evaluated holistically; the emphasis should be placed on the candidate’s overall development within this area. Ratings of “Needs Improvement” and “Meets Standards” are applied in the following manner:

Needs Improvement: This rating means the faculty member has not accomplished *all* of the necessary activities to attain the “Meets Standards” rating.

Meets Standards: This rating demonstrates the minimum required accomplishments for a faculty member. This evaluation standard is sufficient to achieve tenure, assuming the faculty member meets standards in all other areas.

To Meet Standards, the faculty member achieves *all* of the following:

1. Each course is kept current through review of instructional resources and the regular addition of new materials, as appropriate.
2. The faculty member has a strong record of teaching a breadth and depth of course preparations, as appropriate to the member's particular specialization and Departmental needs, including significant revisions or development of particular courses to meet student, Departmental and University needs.
3. Courses are designed and delivered using multiple pedagogical approaches to facilitate student learning.
4. Expectations for student learning and performance are clearly communicated in syllabi and assignment guidelines, and the tenure candidate uses student-learning objectives/outcomes to facilitate student learning and assessment.
5. The faculty member uses professional expertise in research, teaching, and/or community work along with course and/or program assessment results to improve courses.

6. For any general studies courses taught, faculty designed their course in accordance with the official course syllabus, meeting Departmental and University expectations including the writing and student learning outcome expectations.
7. Assessment of general studies courses comply with Departmental and University requirements.
8. SRI's for classes are compared to same level courses (lower or upper division) within the prefix. The Department recognizes that credible research demonstrates that over-reliance on SRI scores as an evaluation mechanism has a discriminatory impact on faculty based on protected classifications. As such, we impose no numeric minimum on these scores but may use them as a formative tool to help faculty improve their teaching. Faculty with a majority of courses wherein their average SRI scores fail to meet a minimum standard of "good," which equates to a four in the current six point scale, are expected to demonstrate steps they have taken to improve their teaching in their tenure, promotion, or post-tenure review portfolios.
9. Departmental peer observation from at least one of the following options:
 - a. Option 1 – provide evidence via at least one formative peer observation conducted by the end of year two of the tenure review cycle *and* at least one formative peer observation conducted in year four or five of the tenure review cycle that demonstrate effective facilitation of student learning. These observations should be from colleagues in the Department or College and demonstrate the candidate's ability to maintain an effective classroom environment with course content and pedagogies that meet the needs of a differentiated student body.
 - b. Option 2 – provide evidence through an annotated syllabus or assignment(s) that demonstrates an innovative teaching practice, the integration of scholarly activities into teaching, or contribution to the Department's or University's mission (inclusive excellence for instance) or teaching excellence.
10. The faculty member has a record of effective participation in course and program development and review, and Departmental assessment activities.
11. The faculty member consistently and accurately advises students, using professional knowledge and contacts when possible as evidenced by advising feedback. This advisement is thorough and covers all components of the student's academic progress, including senior thesis mentoring and professional development.
12. The faculty member utilizes the University's current learning management system to provide class information for all courses regardless of the format (in-person, on-line, etc.). At minimum, this information includes a course syllabus, assignments that are appropriate for electronic dissemination and grades.

SCHOLARLY ACTIVITIES

Scholarly activities in Political Science contribute to the field by offering new knowledge, new insight, new applications or new pedagogical approaches. Scholarly activity can take many forms, including publication of peer-reviewed research, other critically-reviewed publications, public-oriented research and funded grants, among others, as well as scholarly activities focusing on pedagogical approaches to the field. Given the Department's breadth of program offerings, these activities may fall within fields related to Political Science, Leadership, Legal Studies, Native American Studies and Public Affairs and Administration. The Department recognizes the breadth of methodological approaches in these areas. The narrative should clearly describe how scholarly activities meet the expectations described above and the contributions of those activities.

Needs Improvement: This rating means the faculty member has not accomplished *all* of the necessary activities to attain the “Meets Standards” rating.

Meets Standards: This rating demonstrates the minimum required accomplishments for a faculty member. This evaluation standard is sufficient to achieve tenure, assuming the faculty member meets standards in all other areas.

To Meet Standards, the faculty member achieves *all* of the following:

1. Maintaining an ongoing program of scholarship that has resulted in the generation of one peer reviewed, editor reviewed, or otherwise critically reviewed product. This product may be a journal article, book or book chapter, or receiving a major competitive grant. The product may be published, in-press, or accepted for publication or distribution. In the case of a grant, the grantee must have received notification that the grant will be funded. With prior consultation and approval from the Chair, other scholarly activities may also qualify for this requirement.
2. Additionally, at least two presentations of their scholarly or creative works were accepted after review for presentation at professional meetings.
 - a. Peer-reviewed publications beyond the required single publication can be substituted for a presentation at a professional meeting.
 - b. Substantial contributions to their field, such as serving as an editor or associate editor of a scholarly journal can be substituted for a presentation at a professional meeting.

SERVICE

In order to succeed in this domain, candidates must demonstrate significant contributions to the shared governance of the Department, College, University or community. Candidates may also make significant contributions within a disciplinary organization; or may make contributions applying their disciplinary expertise to the community outside of the University. Faculty may choose to contribute service to a greater degree in one area (Department, College, University, community, or discipline) than others, but significant service, such as serving on a major University-wide or college committee or Faculty Senate committee, or providing leadership in a Departmental committee is expected. The candidate should use their narrative and/or annotated curriculum vitae to describe how their service activities meet these criteria.

Needs Improvement: This rating means the faculty member has not accomplished *all* of the necessary activities to attain the “Meets Standards” rating.

Meets Standards: This rating demonstrates the minimum required accomplishments for a faculty member. This evaluation standard is sufficient to achieve tenure, assuming the faculty member meets standards in all other areas.

To Meet Standards, the tenure candidate must demonstrate significant contributions to shared governance in the Department, College, or University, and/or within their disciplinary organization, and/or contributions using their disciplinary expertise to engage the community outside of the University. This includes:

1. Continuous and active membership on one Departmental committee for at least three years. The candidate should be able to demonstrate that they do more than attend meetings. For example, members can contribute by keeping minutes, writing committee reports and implementing the work of the committee, organizing and communicating meetings, preparing subcommittee reports, or acting as committee chair.

2. An active role in at least two Departmental committees or service functions with significant activity at the Departmental level. Examples include working with student clubs, coordinating a minor program, student events, student coaching, student mentorship, and promotion of student achievement; serving as a member of a search committee; serving on a curriculum committee, a task force such as assessment planning and reviewing for general studies or program-level assessment; or participating in a major committee initiative.
3. An active, multiyear term on a college or University committee or Faculty Senate with subcommittee service.

OR,

A pattern of service in the community that is either discipline-related or related to MSU Denver's mission. Per the *Faculty Employment Handbook*, such service must be unpaid. Faculty need to clearly justify how this pattern of service equates to the service level of a college or University committee.

GUIDELINES FOR PROMOTION TO FULL PROFESSOR

The expectation for promotion is that the candidate goes beyond, rather than maintains, previous standards for Associate Professor. The candidate demonstrates their growth in teaching, scholarship, and service since promotion to Associate Professor, as well as their leadership in helping to achieve the Department and University missions, via teaching, scholarship, and service. Moreover, while the criteria are similar to those for attaining tenure, the expectation for promotion is that the narrative clearly demonstrates how the candidate's growth and trajectory exceeds the criteria of "Meets Standards" in at least one of the areas of evaluation: teaching, scholarship or service.

To be promoted to Full Professor, a candidate must at least "Meet Standards" in all three of the following areas of evaluation. They must also exceed standards in at least one area of evaluation. Meeting Standards in all three areas is a necessary, but not sufficient, condition for promotion to Full Professor.

TEACHING

Effective teachers display knowledge of their subject matters in the relevant learning environment, 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. They design course objectives, syllabi, materials, activities, and experiences that are conducive to learning. They communicate information clearly, create environments conducive to learning, and use an appropriate variety of teaching methods. They design assessment procedures appropriate to course objectives, ensure fairness in student evaluation and grading, and provide constructive feedback on student work. They interact with students to provide career guidance and information, degree program guidance and information, and answers to questions relating to a discipline.

The intent of the following standards is to allow for a determination of whether or not a candidate has sufficiently developed toward mastery in the area of teaching across the probationary period. To this extent, candidates shall be evaluated holistically; the emphasis should be placed on the candidate's overall development within this area. Ratings of "Needs Improvement" and "Meets Standards" are applied in the following manner:

Needs Improvement: This rating means the faculty member has not accomplished *all* of the necessary activities to attain the "Meets Standards" rating.

Meets Standards: This rating demonstrates the minimum required accomplishments for a faculty member. This evaluation standard is necessary to achieve promotion. The faculty member must meet standards in all other areas and exceed standards in at least one.

To Meet Standards, the faculty member achieves *all* of the following:

1. Each course is kept current through review of instructional resources and the regular addition of new materials, as appropriate.
2. The faculty member has a strong record of teaching a breadth and depth of course preparations, as appropriate to the member's particular specialization and Departmental needs, including significant revisions or development of particular courses to meet student, Departmental and University needs.
3. Courses are designed and delivered using multiple pedagogical approaches to facilitate student learning.

4. Expectations for student learning and performance are clearly communicated in syllabi and assignment guidelines, and the tenure candidate uses student-learning objectives/outcomes to facilitate student learning and assessment.
5. The faculty member uses professional expertise in research, teaching, and/or community work along with course and/or program assessment results to improve courses.
6. For any general studies courses taught, faculty designed their course in accordance with the official course syllabus, meeting Departmental and University expectations including the writing and student learning outcome expectations.
7. Assessment of general studies courses comply with Departmental and University requirements.
8. SRI's for classes are compared to same level courses (lower or upper division) within the prefix. The Department recognizes that credible research demonstrates that over-reliance on SRI scores as an evaluation mechanism has a discriminatory impact on faculty based on protected classifications. As such, we impose no numeric minimum on these scores but may use them as a formative tool to help faculty improve their teaching. Faculty with a majority of courses wherein their average SRI scores fail to meet a minimum standard of "good," which equates to a four in the current six point scale, are expected to demonstrate steps they have taken to improve their teaching in their tenure, promotion, or post-tenure review portfolios.
9. Online courses incorporate, as appropriate, the University's recommended best practices to achieve a high-quality online educational experience.
10. Departmental peer observation from at least one of the following options:
 - a. Option 1 – provide evidence via at least two formative peer observations that demonstrate effective facilitation of student learning. One of these observations shall be conducted within two years prior to the application for promotion to Full Professor. These observations should be from colleagues in the Department or College and demonstrate the candidate's ability to maintain an effective classroom environment with course content and pedagogies that meet the needs of a differentiated student body.
 - b. Option 2 – provide evidence through an annotated syllabus or assignment(s) that demonstrates an innovative teaching practice, the integration of scholarly activities into teaching, or contribution to the Department's or University's mission (inclusive excellence for instance) or teaching excellence.
11. The faculty member has a record of effective participation in course and program development and review, and Departmental assessment activities.
12. The faculty member consistently and accurately advises students, using professional knowledge and contacts when possible as evidenced by advising feedback. This advisement is thorough and covers all components of the student's academic progress, including senior thesis mentoring and professional development.
13. The faculty member utilizes the University's current learning management system to provide class information for all courses regardless of the format (in-person, on-line, etc.). At minimum, this information includes a course syllabus, assignments that are appropriate for electronic dissemination and grades.

SCHOLARLY ACTIVITIES

Scholarly activities in Political Science contribute to the field by offering new knowledge, new insight, new applications or new pedagogical approaches. Scholarly activity can take many forms, including publication of peer-reviewed research, other critically-reviewed publications, public-oriented research and funded grants, among

others, as well as scholarly activities focusing on pedagogical approaches to the field. Given the Department's breadth of program offerings, these activities may fall within fields related to Political Science, Leadership, Legal Studies, Native American Studies and Public Affairs and Administration. The Department recognizes the breadth of methodological approaches in these areas. The narrative should clearly describe how scholarly activities meet the expectations described above and the contributions of those activities.

Needs Improvement: This rating means the faculty member has not accomplished *all* of the necessary activities to attain the "Meets Standards" rating.

Meets Standards: This rating demonstrates the minimum required accomplishments for a faculty member. This evaluation standard is necessary to achieve promotion. The faculty member must meet standards in all other areas and exceed standards in at least one.

To Meet Standards, the faculty member achieves *all* of the following:

1. Maintaining an ongoing program of scholarship that has resulted in the generation of one peer reviewed, editor reviewed, or otherwise critically reviewed product. This product may be a journal article, book or book chapter, or receiving a major competitive grant. The product may be published, in-press, or accepted for publication or distribution. In the case of a grant, the grantee must have received notification that the grant will be funded. With prior consultation and approval from the Chair, other scholarly activities may also qualify for this requirement.
2. Additionally, at least two presentations of their scholarly or creative works were accepted after review for presentation at professional meetings.
 - a. Peer-reviewed publications beyond the required single publication can be substituted for a presentation at a professional meeting.
 - b. Substantial contributions to their field, such as serving as an editor or associate editor of a scholarly journal can be substituted for a presentation at a professional meeting.

SERVICE

In order to succeed in this domain, candidates must demonstrate significant contributions to the shared governance of the Department, College, University or community. Candidates may also make significant contributions within a disciplinary organization; or may make contributions applying their disciplinary expertise to the community outside of the University. Faculty may choose to contribute service to a greater degree in one area (Department, college, University, community, or discipline) than others, but significant service, such as serving on a major University-wide or college committee or Faculty Senate committee, or providing leadership in a Departmental committee is expected. The candidate should use their narrative and/or annotated curriculum vitae to describe how their service activities meet these criteria.

Needs Improvement: This rating means the faculty member has not accomplished *all* of the necessary activities to attain the "Meets Standards" rating.

Meets Standards: This rating demonstrates the minimum required accomplishments for a faculty member. This evaluation standard is necessary to achieve promotion. The faculty member must meet standards in all other areas and exceed standards in at least one.

To Meet Standards, the candidate for promotion must demonstrate significant contributions to shared governance in the Department, school, or University, and/or within their disciplinary organization, and/or contributions using their disciplinary expertise to engage the community outside of the University. This includes:

1. Continuous and active membership on one Departmental committee for at least three years. The candidate should be able to demonstrate that they do more than attend meetings. For example, members can contribute by keeping minutes, writing committee reports and implementing the work of the committee, organizing and communicating meetings, preparing subcommittee reports, or acting as committee chair.
2. An active role in at least two Departmental committee or service functions with significant activity at the Departmental level. Examples include working with student clubs, coordinating a minor program, student events, student coaching, student mentorship, and promotion of student achievement; serving as a member of a search committee; serving on a curriculum committee, a task force such as assessment planning and reviewing for general studies or program-level assessment; or participating in a major committee initiative.
3. An active, multiyear term on a college or University committee or Faculty Senate with subcommittee service.

OR,

A pattern of service in the community that is either discipline-related or related to MSU Denver's mission. Per the *Faculty Employment Handbook*, such service must be unpaid. Faculty need to clearly justify how this pattern of service equates to the service level of a college or University committee.

GUIDELINES FOR POST-TENURE REVIEW

The expectation for successfully completing a post-tenure review is that the candidate continues to meet high standards in teaching, scholarship and service. The Department also recognizes that senior faculty engage in a wider array of leadership in range of functions, from teaching and service, to mentoring and research due to their stature in the University. Thus, while meeting the standards presented below are sufficient to successfully complete post-tenure review, exceeding standards in one area will be considered as part of the wholistic approach and may offset minor deficiencies in other criteria.

TEACHING

For post-tenure review, the faculty member demonstrates teaching a range of courses appropriate to the needs of the Department and the member's particular discipline. They demonstrate significant accomplishment in teaching through reflection in their narrative, CV, and/or additional portfolio materials that demonstrate courses are kept current by implementing the following techniques, no less often than every 3 years:

1. Adding new, relevant materials to courses.
2. Reviewing and revising course instructional design to facilitate student learning, which includes working with the Access Center and Center for Teaching, Learning, and Design to ensure course accessibility (e.g., readable PDFs and subtitled videos) for students.
3. Reviewing and revising course assessment procedures in consideration of course objectives, and to ensure fairness in student evaluation and grading.
4. As appropriate, ensure that online courses meet the University's best practices for high quality online instruction.
5. SRI's for classes are compared to same level courses (lower or upper division) within the prefix. The Department recognizes that credible research demonstrates that over-reliance on SRI scores as an evaluation mechanism has a discriminatory impact on faculty based on protected classifications. As such, we impose no numeric minimum on these scores but may use them as a formative tool to help faculty improve their teaching. Faculty with a majority of courses wherein their average SRI scores fail to meet a minimum standard of "good," which equates to a four in the current six point scale, are expected to demonstrate steps they have taken to improve their teaching in their tenure, promotion, or post-tenure review portfolios.
6. The faculty member utilizes the University's current learning management system to provide class information for all courses regardless of the format (in-person, on-line, etc.). At minimum, this information includes a course syllabus, assignments that are appropriate for electronic dissemination and grades.

SCHOLARLY ACTIVITIES

For post-tenure review, the faculty member demonstrates a continued engagement in scholarly activities, including presentations or publications, on a regular basis beyond the institutional level. The candidate demonstrates progress toward at least one disciplinary, pedagogical, or creative work germane to Political Science and our related program fields, or substantial public-oriented research. Progress toward the goal is demonstrated by uploading a draft of the

publication up for review or presenting a brief report of activities accomplished toward completing a scholarly activity; or by submitting proof that the work has been submitted for publication or for peer-review.

SERVICE

For post-tenure review, the faculty member demonstrates participation and leadership in at least two committees at the Department and/or other level of the University or participates and leads in significant service to the community.

Leadership in a service activity/role includes serving as:

1. Chair/Co-Chair of a Department, college, or University committee.
2. Chair/Co-Chair or a committee/taskforce lead for professional organization or community council.
3. Regional/national/international officer for professional organization.
4. Chair/Co-Chair for a Faculty Senate committee/sub-committee.
5. Faculty sponsor for a student organization.
6. Faculty mentor for an undergraduate honors or graduate thesis.
7. Lead researcher/investigator for community-based program evaluation.
8. Chair/Co-Chair/Lead of comparable un-paid service activity.

CRITERIA FOR EMERITUS FACULTY STATUS

To be considered for emeritus status, The Department of Political Science adheres to the *Faculty Employment Handbook* requirements of:

ELIGIBILITY

1. All faculty who have completed ten years or more of full-time service at the University shall be eligible at the time of their retirement for an emeritus title equivalent to their highest professional rank.
2. 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.

SELECTION

1. A Department chair or any faculty member of the Department may nominate faculty for emeritus status. The nomination should be substantiated in terms of length of service, excellence in teaching, and other contributions to the University.
2. The nomination must be endorsed by a majority of the tenured members of the Department and by the dean, who then will forward the recommendation to the Provost.
3. If the Provost concurs with the nomination, the Provost shall forward the nomination to the President.
4. If the President concurs with the nomination, the President will transmit it to the Board of Trustees for final determination and approval.

BENEFITS

Faculty awarded emeritus status will have the following benefits

1. Be a non-voting member of the Department.
2. Have an opportunity to teach up to nine credit hours per semester as a part-time faculty member, if requested by the Department.
3. Be listed in the University Catalog following retirement for life.
4. Be recognized at an appropriate campus function.
5. Be given support staff materials as available and deemed appropriate by the chair.
6. Be entitled to retain a University e-mail account.
7. Retain library privileges.
8. Be entitled to all other benefits of retired faculty.

GUIDELINES FOR EVALUATION OF CATEGORY II FACULTY

Contractual Responsibilities: The faculty member must meet the contractual responsibilities defined in the MSU Denver Faculty Employment Handbook as a prerequisite to a satisfactory performance rating. While the primary responsibility of Category II Faculty is teaching, specific tasks and responsibilities related to an approved Reduced Teaching Load shall be presented in the portfolio in addition to the criteria presented below.

TEACHING

Effective teachers display knowledge of their subject matters in the relevant learning environment, 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. They design course objectives, syllabi, materials, activities, and experiences that are conducive to learning. They communicate information clearly, create environments conducive to learning, and use an appropriate variety of teaching methods. They design assessment procedures appropriate to course objectives, ensure fairness in student evaluation and grading, and provide constructive feedback on student work. They interact with students to provide career guidance and information, degree program guidance and information, and answers to questions relating to a discipline.

The intent of the following standards is to allow for a determination of whether or not a candidate has sufficiently developed toward mastery in the area of teaching across the review period. To this extent, the emphasis should be placed on the candidate's overall development within this area. Ratings of "Needs Improvement" and "Meets Standards" are applied in the following manner:

Needs Improvement: This rating means the faculty member has not accomplished *all* of the necessary activities to attain the "Meets Standards" rating.

Meets Standards: This rating demonstrates the minimum required accomplishments for a faculty member. This evaluation standard is sufficient to achieve tenure, assuming the faculty member meets standards in all other areas.

To Meet Standards, the faculty member achieves *all* of the following:

1. Each course is kept current through review of instructional resources and the regular addition of new materials, as appropriate.
2. The faculty member has a strong record of teaching as appropriate to the member's particular specialization and Departmental needs, including revisions of particular courses to meet student, Departmental and University needs.
3. Courses are designed and delivered using multiple pedagogical approaches to facilitate student learning.
4. Expectations for student learning and performance are clearly communicated in syllabi and assignment guidelines, and the tenure candidate uses student-learning objectives/outcomes to facilitate student learning and assessment.
5. The faculty member uses professional expertise in research, teaching, and/or community work along with course and/or program assessment results to improve courses.
6. For any general studies courses taught, faculty designed their course in accordance with the official course syllabus, meeting Departmental and University expectations including the writing and student learning outcome expectations.
7. Assessment of general studies courses comply with Departmental and University requirements.

8. SRI's for classes are compared to same level courses (lower or upper division) within the prefix. The Department recognizes that credible research demonstrates that over-reliance on SRI scores as an evaluation mechanism has a discriminatory impact on faculty based on protected classifications. As such, we impose no numeric minimum on these scores but may use them as a formative tool to help faculty improve their teaching. Faculty with a majority of courses wherein their average SRI scores fail to meet a minimum standard of "good," which equates to a four in the current six point scale, are expected to demonstrate steps they have taken to improve their teaching in their review portfolio.
9. Online courses incorporate, as appropriate, the University's recommended best practices to achieve a high-quality online educational experience.
10. Departmental peer observation from the following options:
 - a. Option 1 – provide evidence via at least one annual formative peer observation for each year during the review period of the effective facilitation of student learning. These observations should be from colleagues in the Department or College and demonstrate the candidate's ability to maintain an effective classroom environment with course content and pedagogies that meet the needs of a differentiated student body.
 - b. Option 2 – provide evidence through an annotated syllabus or assignment(s) that demonstrates an innovative teaching practice, the integration of scholarly activities into teaching, or contribution to the Department's or University's mission (inclusive excellence for instance) or teaching excellence.
11. The faculty member utilizes the University's current learning management system to provide class information for all courses regardless of the format (in-person, on-line, etc.). At minimum, this information includes a course syllabus, assignments that are appropriate for electronic dissemination and grades.