MSU DENVER COLLEGE OF LETTERS, ARTS AND SCIENCES

# Department of Biology

# Faculty Evaluation Guidelines

# Effective

# 07/01/2026

**Approvals:**

Department Chair: Jennifer L Bailey Date: 01-22-2026

Dean: Date: 2/27/2026

Provost: Date:

MSU DENVER COLLEGE OF LETTERS, ARTS AND SCIENCES

# 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 RCSW 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

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# AREAS OF PERFORMANCE for Category I Faculty

MSU Denver faculty are reviewed on their performance in three areas: teaching, scholarly activities, and service.

## EVALUATION STANDARDS/CRITERIA

Each performance area has standards/criteria that provide the basis for evaluation:

1. **Teaching:** Teaching is a complex and reflective human activity that, in a higher education context, is offered in a forum that is advanced, semi-public, and essentially critical in nature. No single definition can possibly suffice to cover the range of talents that go into excellent teaching or that could be found across the board in the varied departments and disciplines of an entire college or university. Effective teachers are scholars, researchers, inventors, scientists, creators, artists, professionals, investigators, practitioners or those with advanced expertise or experience who share knowledge, using appropriate methodologies.

   Effective teachers maintain high academic standards, prepare students for professional work and development, facilitate student achievement, provide audiences for student work, and demonstrate effective pedagogies. Furthermore, this work of faculty should align with MSU Denver's mission and values.

   The responsibilities of a faculty member include the following:

   - Content Expertise Conveyed with Effective Pedagogies and Praxis: Effective teachers display knowledge of their subject matters in the relevant learning environment (classroom, online, hybrid, field work, etc.) They demonstrate their content expertise and/or relevant experience which typically includes proven skills, competencies, and knowledge in a discipline (s). This extends to the responsibility of integrating scholarly or professional activities as appropriate in teaching.

   - Inclusive Pedagogy: Effective teachers employ teaching practices that recognize and demonstrate structural and situational awareness of equity within and beyond the classroom. Consideration should be given to teaching practices rooted in empathy and responsiveness to students lived experiences. Inclusive pedagogy includes teaching practices that prioritize thoughtful and reflexive evidence-based learning approaches to empower student reasoning and critical thinking.

   - Instructional Design: Effective teachers construct frameworks for learning tied to specific disciplinary or interdisciplinary knowledge, experiences, or concepts. They communicate these frameworks through course objectives, syllabi, materials, activities, and experiential learning experiences for instructional delivery. The design should be conducive to equitable learning for all students in alignment with accessibility requirements.

   - Instructional Delivery and Learning Environment: Effective teaching involves the communication of knowledge, experiences, and concepts into a format accessible to students within an inclusive space. Effective instructional delivery ensures that teachers show responsiveness to help students with varying abilities, identities, and lived experiences. They communicate information clearly, use an appropriate variety of learning-centered methods, and approaches, while using university supported technological tools, including the institution's learning management system (e.g. Canvas).

- Assessment: Effective teaching includes the evaluation of students' understanding, application, and analytical acumen of a subject. They design assessment procedures appropriate to course objectives, ensure fairness in student evaluation and grading, and provide constructive feedback on student work. Furthermore, effective teachers engage in meaningful self-assessment, that goes beyond student ratings of instruction (SRIs) and may include peer review, program review, and student feedback. All sources of feedback for a faculty member's teaching ensure the opportunity for continuous improvement and professional development.

- 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. Regularly scheduled office hours must be held during the academic year. In recognition that faculty are available through different modalities and that student-faculty appointments occur outside of office hours, faculty are expected to have a minimum of 20 minutes of office hours per week per one (1) credit hour taught. Thus, faculty teaching 12 credit hours would be expected to have four (4) office hours per week. With the approval of their chair and dean, faculty may conduct some, or all, of their office hours remotely so long as the offering of office hours and the modality through which those office hours are offered are reasonable and effectively meet the needs of students. With the approval of their chair dean, and if there is a department or program need, faculty may hold additional office hours that will be accommodated as "Service" within their workload.

    - NOTE: Teaching performance will be evaluated based on the teaching done by a faculty member. A faculty member who teaches less than twelve (12) credit hours each semester will not be penalized for performing other critical duties needed by the Department, College/School, or University. Normally, these responsibilities will be delineated in and accounted for through reassigned time awards and evaluations and documented in the faculty portfolio management system (e.g. Watermark).

2. **Scholarly Activities:** Scholarly broadly represents research, scholarship, and creative work. This involves disciplinary and/or interdisciplinary work that creates new knowledge; develops ideas, and frameworks; explores enduring questions; creates, or recreates, forms of artistic expression; challenges assumptions; or solves persistent problems.

   Specific foci may include, but are not limited to, the following: advancing knowledge through original research or creative activities; interpreting knowledge within or across disciplines; synthesizing information across disciplines, across topics, or across time; creating scholarship, data, studies, or artifacts from diverse traditions; aiding society or disciplines in addressing problems; community engaged scholarship; or enhancing knowledge of student learning and effective teaching.

   Faculty scholarly activities can be represented in multiple traditional and non-traditional avenues of knowledge generation, dissemination, discussion, and impact.

This work should be disseminated, recognized, and evaluated via peer review by disciplinary scholars, or professional organizations, or governmental entities.

Additional forms of dissemination can involve artifacts to or for a wider community, including corporations or nonprofit organizations. In addition to these scholarly activities, and depending on the specific Department Guidelines, this category may also include sharing scholarship with members of the learned and professional communities; and/or communities beyond the university. Departments may also consider continuing education and professional development activities appropriate to professional status or assignments; and other activities specific to the faculty member's discipline or assigned responsibilities.

3. **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.

   Service to the institution can be at the department, college/school, or university levels. Professional service can be done in the community, in professional organizations, or in other modes that serve the faculty member's discipline. Faculty members serve in multiple ways and departmental guidelines must delineate which sorts of service and wl1ich service balances are appropriate for their discipline. Departments cannot require service at all levels simultaneously.

   Beyond the institution, faculty engage in service when they use their disciplinary and/or professional expertise and talents to contribute to the betterment of their multiple environments, such as regional communities, professional and disciplinary associations, nonprofit organizations, or government agencies.

   Examples of service might include (but are not limited to (but are not limited to):

   - Committee participation
   - Committee leadership
   - Program or department contributions
   - Board participation
   - Unpaid public service to community and/or professional organizations
   - Contributions to disciplinary associations
   - Contributions to work that furthers structural equity at the level of department, college, university, or broader community
   - Contributions to mission-driven and strategic work that furthers student needs, retention, and graduation rates
   - Other considerations including invisible service (e.g., DEI work, mentoring, emotional labor).

   Projects and tasks completed or undertaken on reassigned time will be evaluated in accordance with the three areas of performance delineated above as appropriate, e.g.,

service activities for which the faculty member received reassigned time will be evaluated as Service.

Faculty that hold specialized experience may be asked to dedicate their full-service component to mission- and strategic planning needs for the institution.

Furthermore, it is important to acknowledge that serving the institution and community for contemporary needs involving equity and inclusion work can involve increased time commitments. This part of faculty work should be delineated in departmental guidelines in a manner that best suits the different disciplines within the colleges.

4. **Flexibility:** The department recognizes that faculty within the department have a diverse range of expertise and interests. In acknowledgement of these differences, the department allows for flexibility for faculty to focus their percentage efforts on areas where their strengths and interests exist. Any deviation of percentage efforts will be decided in collaboration between the faculty member and department chair and will take into consideration the overall needs of the department. Upon approval by the department chair, a letter outlining the differential efforts and expectations will be provided and should be uploaded to the Portfolio management system.

5. **Other Duties:** Faculty engaged in other duties, including faculty on reassigned time to serve in roles such as Department Chairs, Directors, or Coordinators, will be reviewed on those activities.

# COLLEGE OF LETTERS, ARTS AND SCIENCES

## General Standards of Performance for Category I Faculty

Performance Reviews for Category I Faculty

1. In accordance with American Association of University Professors (hereto referred to as AAUP) Guidelines, this section outlines institutional performance expectations for Category I faculty seeking reappointment, tenure, promotion, successful post -tenure review, and/or Emeritus status. The review process requires compilation of data from multiple sources to demonstrate the complex and diverse work of faculty. These data are intended to present a holistic picture of individual faculty as each seeks reappointment, tenure, promotion, or post -tenure review.

2. Tenure-track faculty shall be evaluated annually during the tenure-track period for reappointment eligibility. At the end of the tenure-track period, normally six years post hire, a cumulative evaluation will become part of the tenure review process.

3. Award of tenure requires:
    a. Documentation of adherence to performance standards relating to Teaching, Scholarship, and Service as described in the Faculty Employment Handbook, Department Evaluation Guidelines, and other applicable standards of the College/School. As with all evaluation standards, these will be documented and widely available to all faculty members through a variety of mediums including, but not limited to MSU Denver webpages, handbooks, or policies. (b) Record of conduct consistent with professional standards as described in the AAUP Statement on Professional Ethics and applicable accrediting and/or disciplinary organizations (e.g., NASM, APA, AACSB, etc.).
    b. Faculty holding the appropriate terminal degree for the discipline (the Provost may make an exception after consultation with the affected Department Chair and Dean).
    c. Demonstration of performance that meets the standards defined by departmental guidelines, which:
        i. Should recognize contributions to teaching as the most significant factors in evaluating faculty for tenure, but acknowledge that outstanding teaching will not be sufficient to justify tenure; and
        ii. May allow for faculty to demonstrate a holistic performance record, where extraordinary accomplishments in one area might compensate for less robust accomplishments in another.

4. Promotion: Submission of a tenure portfolio by a tenure-track faculty member at the rank of Assistant Professor will also constitute an application for promotion to Associate Professor.

5. Post-Tenure Review: Tenured Faculty will be evaluated through post -tenure review every 5 ye

Portfolio preparation:

1. The Portfolio constitutes a cumulative record of a faculty member's performance and is intended to be utilized within the performance review process.

2. Portfolio Components:
    a. Narrative Statement:
        i. Presents a reflective self-assessment, highlights accomplishments, and indicates future plans.
        ii. Shows that the faculty member has read, reflected upon, and addressed student comments contained their SRI evaluations.
        iii. Is expected to be cumulative and to grow in length from one iteration to the next.
        iv. Accordingly, length expectations for narratives are as follows:
            • 2nd year: 1-3 pages
            • 3rd year: 2-5 pages
            • 6th year: 3-8 pages
            • For Promotion to Professor: 3-8 pages
            • For Post-Tenure Review: 1-3 pages
    b. Curriculum Vitae: Annual annotated Curriculum vitae (CV) shall include a comprehensive and detailed listing of faculty work in the Areas of Performance.
        i. Annotations should provide brief explanation of scholarly work completed or in progress.
        ii. Annotations should provide brief explanation of service contributions.

    c. Student Ratings of Instruction: All portfolios shall include student ratings of instruction for all classes assigned using the approved "Student Ratings of Instruction" (SRI) form. Exceptions include:
        i. Field experiences and internships as determined by the Department.
        ii. Classes with fewer than five students must be evaluated according to Department Guidelines.

    d. Letters of Review (and, if applicable, Faculty Responses):
        i. Are required at each level of review except for Year 1.
        ii. Are based on the evidence and the criteria established by Departmental Guidelines.
        iii. Contain substantive comments useful to subsequent reviewers and to the faculty candidate. Include recommended conditions for subsequent reappointment when relevant.
        iv. Include a rationale noting, if appropriate, commendable performance.
        v. Address any changes made to the portfolio during the review and the reasons for those changes.
        vi. As Letters of Review are added to the portfolio, the Committee Chair, Department Chair, or Administrator at each level of review shall promptly provide to the faculty member a copy of the Letter of Review by uploading that letter into the electronic portfolio review system.

vii. Upon receipt of the Letter of Review and a copy of any Provost-approved information added to the portfolio pursuant to Section II.C.2(g) below, the faculty member has the option of providing a written response within seven (7) calendar days of the deadline for submission of the evaluation letters as specified in the Procedural Calendar.1 The written response will become part of the portfolio.
viii. Reappointment or tenure/promotion portfolios for faculty in years two through six shall include all previous Letters of Review for reappointment and any responses by the faculty member.
ix. Portfolios for promotion to professor shall include all Letters of Review from the previous tenure/promotion and post -tenure review processes as well as any responses to the above from the faculty member.

e. Reassigned Time Reports and Evaluations: If faculty has received reassigned time to conduct work beyond normal duties—e.g., to engage in grant-funded activities, to work on projects for the University such as program review or assessment, to administer a program—the faculty member must provide:
    i. Reports of their accomplishments.
    ii. The evaluations of this work.

f. Additional Materials for Review Required:
    i. For the Year 3 and Tenure review portfolios:
        1. Faculty members can choose to include as many as nine items or as few as four items.
        2. At least two must be from the Teaching category at least one from Scholarly Activities category, and at least one from the Service category.

    ii. For Promotion to Professor review portfolios:
        1. Faculty members can choose to include as many as nine items or as few as four items.
        2. At least two must be from the Teaching category at least one from Scholarly Activities category, and at least one from the Service category.

g. Supplementary Documentation and Other Official and Relevant Information: (i)
    i. Any level of review may request relevant and official information not present in the faculty portfolio to assist the evaluation process.
    ii. Only Provost-approved requests constitute official and relevant information. (iii) (iv)
    iii. Any additional Provost-approved materials must be addressed in the Letters of Review and supporting documents included as an appendix thereto.
    iv. The faculty member will be provided copies of the correspondence to and from the Provost and can respond according to Section II.C.2(d) above.

# CANDIDATES FOR TENURE AND PROMOTION FROM ASSISTANT TO ASSOCIATE PROFESSOR

Faculty will submit a Portfolio for review, following the guidelines established in the Faculty Employment Handbook.

# BIO RATING SCALE:

The following rating scale will be applied to tenure track faculty portfolios:

| | |
|---|---|
| **Meets Standards:** | Faculty member has "**Meets Standards"** in the areas of teaching, scholarly activity, service, and other duties as specified in the "Expectations for Tenure and Promotion from Assistant to Associate Professor" section of this document. |
| **Needs Improvement:** | Faculty member needs improvement in at least 1 of the areas of teaching, scholarly activity, or service as specified in the "Expectations for Tenure and<br>Promotion from Assistant to Associate Professor" section of this document. |

In reviewing faculty performance using these ratings, evaluators shall conscientiously adhere to the descriptions of each rating category, taking care to acknowledge differing levels of performance among faculty members.

# BIOLOGY EVALUATION GUIDELINES FOR TENURE AND PROMOTION TO ASSOCIATE PROFESSOR

*Tenure candidates are evaluated by the departmental guidelines in place at the time of their hiring. In BIO, our mission is to provide students with comprehensive knowledge of biological principles and the analytical and technical skills training to make them competitive in their future pursuits. Our department recognizes that scholarship contributes to our ability to enhance the learning experiences that we provide for our students, whether it be in the classroom or in the laboratory setting; therefore, we value scholarly activities that enrich faculty expertise in the discipline and/or engage students in our scholarly activities. As contributing members to the university and to our profession, we strive to collaborate and to engage in meaningful service either at the university, college, department, community, or professional levels.*

In addition to meeting the contractual responsibilities defined in the Faculty Employment Handbook, candidates for tenure on a 'standard' percentage breakdown, defined generally as 80% effort in teaching, 10% effort in scholarship, and 10% effort in service, are expected – at a minimum – to meet the following criteria. We acknowledge that these percentages are not tied to direct time measurements, since effort in these areas is complex and multifaceted; hours invested isn't necessarily an accurate reflection of effort or meaningful contribution. Any deviation of percentage efforts will be decided in collaboration between the faculty member and department chair and will take into consideration the overall needs of the department. Upon approval by the department chair, a letter outlining the differential efforts and expectations will be provided and should be uploaded to the Portfolio management system; these differences will also be included in the review letter from the department chair.

## Tenure

1. General Policies
    a. An award of tenure is not a right, but a privilege, which must be earned based on performance during a tenure-track period, as evaluated by peers, appropriate administrators (as defined herein, e.g., College/School Dean, Provost, etc.), the President and the Board of Trustees.
    b. Tenure is not acquired automatically by length of service.
    c. An award of tenure can only be granted or revoked by the Board of Trustees.
    d. An award of tenure shall begin with the first day of the subsequent academic year contract.
    e. Eligible faculty may apply for tenure during their fourth, fifth, or sixth tenure-track year.
    f. Tenure applications submitted during the fourth or fifth tenure-track years shall be considered in accordance with the same Faculty Employment Handbook and institutional criteria, policies, procedures, and timetables applicable to other tenure applications submitted during the sixth tenure-track year.
    g. A faculty member on leave for one or more semesters in an academic year can choose whether to have that academic year counted toward eligibility for tenure. Within 30 days of the beginning of the semester following the conclusion of the leave, the faculty member shall submit a written statement to the Department Chair and Dean indicating whether they want that academic year to count toward such eligibility. The Dean shall forward that statement to the Provost or Provost's designee.
    h. Temporary contracts and contracts for less than a full academic year shall not be counted in determining eligibility for consideration for tenure.
    i. Faculty who are denied tenure in the sixth tenure-track year will be offered a one-year

terminal contract for the following academic year. The President may, at their discretion, offer additional one-year contracts to any such faculty member.

j. In all cases, it is the faculty member's responsibility to apply for tenure. Failure to apply for tenure by the sixth-year deadline will result in an offer of a terminal seventh year contract for the next academic year, followed by automatic non-renewal at the end of that terminal contract. A faculty member could be hired into a non-tenure/non-tenure track position after the termination of the tenure-track employment contract. However, this would be accomplished with a separate employment agreement.

k. An application by an Assistant Professor for tenure also will constitute an application for promotion to the rank of Associate Professor. The portfolio must be submitted to the Department/Peer Review Committee Chair to begin the review process for promotion.

2. Eligibility for Tenure
    a. Only Category I faculty who hold the rank of Assistant Professor, Associate Professor or Professor, may acquire tenure.
    b. Candidates applying for tenure in their fourth or fifth tenure-track year may withdraw their applications at any point without prejudice.
    c. When a faculty member applies for tenure in the fourth or fifth tenure-track year, each level of review must submit a recommendation regarding reappointment as well as tenure. This recommendation shall be included in the tenure evaluation letter submitted by the review level and included in the votes recorded by that review level in the electronic portfolio review system.
    d. Candidates applying for tenure in their sixth tenure-track year who withdraw their applications for tenure will receive a one-year terminal contract and will not be eligible for tenure review at the conclusion of the terminal year.
    e. Except as provided herein, administrators, non-instructional personnel, athletic coaches, and faculty on temporary contracts (whether full- or part-time) are not eligible for tenure.

3. Criteria for Tenure
    a. Candidates for tenure will be evaluated in the areas of Teaching, Scholarly Activities, and Service as defined in Section II.C.4 and as may be further delineated by Department Guidelines.

4. Procedures for Tenure
    a. Portfolios for candidates for tenure and promotion to Associate Professor shall automatically progress to the next review level; recommendations made at each level are not binding on any subsequent level.
    b. In the Fall Semester of the academic year, candidates for tenure must submit a portfolio for review by Department/Peer Review Committee, Department Chair, College/School Review Committee, College/School Dean, and FSRTP Committee.
        i. NOTE: In the case of a Department Chair being evaluated for tenure, the recommendation of a Peer Review Committee, comprising at least three other Department Chairs appointed by the College/School Dean, will substitute for the recommendation of the Chair. The Department Chair will still evaluate the portfolios of other members of the Department undergoing retention, tenure, or promotion reviews.
    c. Tenure portfolios should consist of the following materials for review:
        i. Annotated Curriculum Vitae
        ii. Student Ratings of Instruction
        iii. Narrative Statement
        iv. Previous review letters and any relevant responses by the faculty member
        v. Reassigned time evaluations and reports, if relevant
        vi. Selected additional materials for review.

d. A majority of members eligible to vote at each of the Department/Peer Review, College/School or University Committees must vote in favor of awarding tenure for tenure to be recommended at that level. Review Committee members are obliged to vote for or against recommending approval of each application before the Committee. Failure to recommend tenure shall not preclude a faculty member's application for tenure from proceeding to the next level of the review process.

## Promotion to Associate Professor

Promotion

1. Candidates for promotion will be evaluated in the areas of teaching, scholarly activities, and service as indicated above and as further delineated in Departmental Evaluation Guidelines.

2. In addition, candidates for promotion must:
    a. Meet the performance expectations defined in Secon II.C.4 of the FEH.
    b. Adhere to all applicable policies set forth in the FEH As a prerequisite to promotion; and
    c. Have met the following minimum time-in-rank to be eligible for promotion to a higher rank, regardless of disciple:
        i. Non-Tenure Track Faculty-not applicable.
        ii. Assistant Professor—no requirement.
        iii. Associate Professor—a minimum of six years total in rank as Assistant Professor at a regionally accredited baccalaureate-granting institution of higher education, two of which must have been at MSU Denver; the six-year minimum may be relaxed for faculty seeking the award of tenure and simultaneous appointment to the rank of Associate Professor during the fourth or fifth tenure-track year.
        iv. Professor—a minimum of four years in rank as Associate Professor at a regionally accredited baccalaureate-granting institution of higher education, two of which must have been at MSU Denver.

    d. In determining years in rank, the current year (year in progress) during which application for promotion is made is counted as a year of service toward the requirement for time in rank.

    e. A faculty member on leave for one or more semesters in an academic year can choose whether to have that academic year counted toward eligibility for promotion. Within 30 days of the beginning of the semester following the conclusion of the leave, the faculty member shall submit a written statement to the Department Chair and Dean indicating whether they want that academic year to count toward such eligibility. The Dean shall forward that statement to the Provost or the Provost's designee.

Portfolios for promotion shall include the following:

1. Faculty seeking the award of tenure may submit the same portfolio for simultaneous promotion to Associate Professor.
2. Faculty seeking promotion to Associate Professor without application for tenure shall include the same documentation items as delineated below for portfolios for promotion to Professor.

# TEACHING

## EVALUATION STANDARDS FOR TEACHING

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

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

## GUIDELINE TO ACHIEVE TENURE:

In their narrative, tenure candidates must explain their approach to teaching from among the following aspects of teaching: how they 1. Integrate their scholarly activities and knowledge into their teaching, 2. Design their courses, 3. Deliver material to facilitate student learning, and 4. Use assessment results to improve their courses. The faculty member also discusses student advising, linking it with their courses, scholarly activities and professional service, as appropriate. Tenure candidates should reflect on their growth in teaching through the probationary period.

As outlined in the Faculty Handbook, in their narrative, a tenure candidate presents a reflective self-assessment, highlights accomplishments, and indicates future plans; shows that the faculty member has read, reflected upon and addressed student comments contained in their SRI evaluations.

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| **Needs Improvement: This rating simply means the faculty member has not accomplished all the necessary activities to attain the "Meets Standards" rating.** | The tenure candidate does not perform at the level of "Meets Standards" for teaching as described below. |
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| **Meets Standards: This performance level demonstrates the minimum required accomplishments for a faculty member.** | COURSES ARE KEPT CURRENT, DESIGNED TO FACILITATE STUDENT LEARNING, ALIGNED WITH OFFICIAL COURSE SYLLABI, AND EXPECTATIONS FOR STUDENT PERFORMANCE ARE CLEARLY COMMUNICATED. ADDRESSES TRENDS IDENTIFIED IN STUDENT FEEDBACK IN SRIs. BIOLOGY PEER EVALUATIONS "MEET STANDARDS". FACULTY MEMBER KEEPS SCHEDULED OFFICE HOURS AND PROVIDES ACCURATE ACADEMIC ADVISING TO STUDENTS.<br><br>Specific examples of "Meets Standards" in teaching for the tenure candidate:<br><br>1. Courses are kept current and new materials are added to courses, such as adoption of a new textbook, the preparation of new study guides, bibliography/reading lists for classes, or the development or substantial revisions to other handouts, demonstrations, laboratory activities, or web sites, or implementation and/or customization of Open Educational Resources (OER); **AND**<br><br>2. Multiple approaches are used for students with different learning styles and are made accessible through the use of multimedia, the Access Center, and one-on-one meetings with students; **AND** |

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| | 3. Provides students with timely qualitative and quantitative feedback to help the students master the material through creating assignment rubrics, specific and detailed learning objectives, clearly communicated expectations and assessment information in the course syllabi, and using assessments that require critical thinking/problem-solving skills on the part of the student; **AND**<br><br>4. Continued course improvement through either self-study, scholarly activities, or based on assessment results and student feedback; **AND**<br><br>5. Work is ongoing toward addressing constructive student feedback through shifting instructional content and/or design and/or delivery; **AND**<br><br>6. Probationary faculty members will have at least two of their courses evaluated by peer observers per year (excluding summer) for the first two years. Then they will have at least one course evaluated per year for the remainder of the probationary period. Peer observers will be tenured biology faculty members chosen by the Department Chair in consultation with the faculty member. The Chair will serve as peer observer once per year for the first two years. Evaluations will be both summative and formative. For tenure and promotion, probationary faculty members are expected to have a sustained record of peer evaluations that "Meet Standards". Probationary faculty members are expected to have responded to any concerns and to have demonstrated improvement in areas that were identified as needing improvement; **AND**<br><br>7. Develops or revises curriculum by one or more of these activities: designing or substantially modifying laboratory exercises or course materials, designing or using new instructional equipment or methods, developing a new course (not previously taught) in the department, developing a new delivery format for a course (e.g. online), creating and offering an independent study, internship, or other individualized course, substantially modifying or redesigning an existing course, developing program modifications (e.g. curriculum modification forms for Biology program changes), developing a web site specifically for a course; **AND**<br><br>8. Advises students in the Biology major and minor as well as professional specialized areas for biology students (e.g. pre-health care careers and graduate programs), is available for advising through e-mail, telephone, virtual, and in-person meetings during office hours, provides up-to-date and accurate advising information and/or actively seeks out |

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| | answers to unknown advising issues or refers the student to the appropriate office/person, accurately interprets degree progress reports, and maintains records of advising sessions; **AND** |

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| | 9. Note: ***If*** the tenure-candidate teaches General Studies courses, the faculty member designs and teaches their courses in accordance with the official course syllabus, meeting departmental and university expectations including the writing and student learning outcome expectations. Additionally, assessment activities must comply with departmental and university requirements. Faculty should provide assessment data to the departmental Assessment committee upon request.<br><br>10. Note: ***If*** the tenure-candidate teaches a course that is routinely used for program assessment, faculty should provide assessment data to the departmental Assessment committee upon request. |

# SCHOLARLY ACTIVITIES

## EVALUATION STANDARDS FOR 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.

## GUIDELINE TO ACHIEVE TENURE:

Tenure candidate must demonstrate in their narrative and annotated curriculum vitae that they have made one or more major contributions to their discipline that have been peer reviewed or accepted by a jury. Please note that there is no expectation for first or sole authorship for peer-reviewed disciplinary, pedagogical, or creative works accepted for publication.

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| **Needs Improvement: This rating simply means the faculty member has not accomplished all the necessary activities to attain the "Meets Standards" rating.** | Minimum requirements and/or Standards have not been met. The tenure candidate does not satisfy the minimum performance described by one of the examples listed as 1-4 **AND** one of the examples listed as 5-11 in "Meets Standards" for scholarly activity as described below. |

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| **Meets Standards: This performance level demonstrates the minimum required accomplishments for a faculty member.** | During their probationary period the tenure candidate has had a peer- reviewed disciplinary or pedagogical or creative work accepted in a publication or the disciplinary equivalent. Additionally, they have had multiple presentations of their scholarly or creative works accepted after review for presentation at professional meetings, or any of the other listed possible activities below that include writing grants to outside agencies, upgrading their education, certification or licenses relative to their work assignments.<br><br>Specific examples of "Meets Standards" in scholarly activities for the tenure candidate:<br><br>1. One or more peer-reviewed disciplinary works accepted in a publication or broadcast; **OR**<br><br>2. One or more peer-reviewed pedagogical works accepted in a publication; **OR**<br><br>3. Writing and publishing a textbook chapter, textbook, or a discipline-related book that is reviewed by peers and/or editors; **OR**<br><br>4. Writing and publishing several items of ancillary textbook/lab manual materials (test bank, solutions manual, software, illustrations) through a recognized commercial publishing company that are reviewed by peers and/or editors, or materials undergoing rigorous peer-review or professional editor review for prepublication content through reputable OER sites;<br><br>**AND** |

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| | 5. Evidence of active scientific research, especially research involving undergraduate students, resulting in dissemination of their work (including MSU Denver Undergraduate Research Conference); **OR**<br><br>6. Multiple presentations including mentored presentations of their scholarly or creative works (e.g. film or OER materials) accepted for presentation at local, regional, national, or international conferences; **OR**<br><br>7. Writing grants to outside agencies; **OR**<br><br>8. Invited presentations/seminars/publications of scholarly work; **OR**<br><br>9. Demonstrable impact of community-engaged scholarship that improves, enhances, or creates mutually beneficial outcomes for the public good; Significant consultation in candidate's professional area to educational or professional groups or for the federal government or other local, regional, national, or international level organizations; **OR**<br><br>10. Significant upgrading of their education through post-graduate training – either private or academic; **OR**<br><br>11. Obtaining a new degree, licensure or specialty certification or skill related to their professional expertise and teaching assignments. |

# SERVICE

## EVALUATION STANDARDS FOR SERVICE:

Faculty engage in service when they participate in the shared governance and good functioning of the institution; service to the institution can be at the program, department, college, or university level. Beyond the institution, faculty engage in service when they use their disciplinary and/or professional expertise and talents to contribute to the betterment of their multiple environments, such as regional communities, professional and disciplinary associations, nonprofit organizations, or government agencies. The Biology Department also acknowledges and values invisible service (e.g., DEI work, mentoring, emotional labor).

## GUIDELINE TO ACHIEVE TENURE:

Tenure candidate must demonstrate in their narrative that they have participated in shared governance at the university and used their disciplinary or professional expertise to make an unpaid contribution to their professional organizations or the community outside of the university.

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| **Needs Improvement: This rating simply means the faculty member has not accomplished all the necessary activities to attain the "Meets Standards" rating.** | Minimum requirements and/or Standards for Service have not been met. The tenure candidate does not provide the minimum amount of service that is described in "Meets Standards" in service below. |

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| **Meets Standards: This performance level demonstrates the minimum required accomplishments for a faculty member.** | The tenure candidate must demonstrate significant contributions to shared governance in the department, college, or university or within their disciplinary organization or contributions using their disciplinary expertise to the community outside of the university. These contributions often, but not exclusively, take the form of significant committee work.<br>Specific examples of "Meets Standards" in service activities for the tenure candidate:<br><br>1. Actively and regularly contributes to ongoing department, college, or university-level committees through which a significant amount of time and effort are spent in shared governance, and conducts peer observations of affiliate faculty members; **AND**<br><br>2. Holds a leadership position on a significant and ongoing committee or serves as a coordinator or director of a special project at the department or other level; **OR**<br><br>3. Actively serves as a faculty supervisor to an ongoing student group requiring continued guidance; **OR**<br><br>4. Mentors new faculty (full time or part time) who are teaching a new course for the first time and require a heavy time commitment; **OR**<br><br>5. Serves on the Faculty Senate and Faculty Senate committees; **OR**<br><br>6. Takes leadership in a special project benefiting the department, college, university, or professional community such as writing<br>narratives for program review, coordinating ordering or moving, |

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| | coordinating and overseeing several labs, ongoing training and supervising several work study students or teaching assistants; **OR**<br><br>7. Provides ongoing public relations efforts on behalf of the university; **OR**<br><br>8. Takes over classes for colleagues for a significant period of time;<br>**OR**<br><br>9. Reviews grant proposals for the university, a professional organization, or a granting agency; **OR**<br><br>10. Serves on the advisory or governing board for a scientific/professional, governmental, or non-governmental organization; **OR**<br><br>11. Serves as a manuscript or abstract reviewer for a professional journal or organization; **OR**<br><br>12. Reviews scholarship applications for university or external organizations; **OR**<br><br>13. Actively and regularly contributes unpaid service to the community and/or professional organizations that bring recognition to Metropolitan State University of Denver or the faculty member's professional discipline through pro bono consultations, serving as a community or professional organization board member, organizing a professional conference, participating in ongoing K-12 activities, or presenting seminars for community or civic groups. |

# PROMOTION TO PROFESSOR

*All faculty must meet the contractual responsibilities defined in the Faculty Employment Handbook and adhere to all policies and procedures set forth in the Faculty Employment Handbook as a prerequisite to successful promotion. Additionally, faculty must have met the minimum time-in-rank to be eligible for promotion to a higher rank, regardless of discipline which is a minimum of four years in rank as Associate Professor at a regionally accredited baccalaureate-granting institution of higher education, two of which must have been at MSU Denver. In determining years in rank, the current year (year in progress) during which application for promotion is made is counted as a year of service toward the requirement for time in rank. There is no appeal for a denial of promotion. A faculty member who is denied promotion may apply for promotion in a subsequent year.*

# PORTFOLIOS FOR PROMOTION TO PROFESSOR

Promotion

1. Candidates for promotion will be evaluated in the areas of teaching, scholarly activities, and service as indicated above and as further delineated in Departmental Evaluation Guidelines.

2. In addition, candidates for promotion must:
    a. Meet the performance expectations defined in Secon II.C.4 of the FEH.
    b. Adhere to all applicable policies set forth in the FEH As a prerequisite to promotion; and
    c. Have met the following minimum time-in-rank to be eligible for promotion to a higher rank, regardless of disciple:
        i. Professor—a minimum of four years in rank as Associate Professor at a regionally accredited baccalaureate-granting institution of higher education, two of which must have been at MSU Denver.
    d. In determining years in rank, the current year (year in progress) during which application for promotion is made is counted as a year of service toward the requirement for time in rank.
    e. A faculty member on leave for one or more semesters in an academic year can choose whether to have that academic year counted toward eligibility for promotion. Within 30 days of the beginning of the semester following the conclusion of the leave, the faculty member shall submit a written statement to the Department Chair and Dean indicating whether they want that academic year to count toward such eligibility. The Dean shall forward that statement to the Provost or the Provost's designee.

3. For promotion to Professor, there is an expectation for a record of significant accomplishment in all three areas of evaluation. Faculty under an active Performance Improvement Plan may not apply for promotion to Professor until such time that the requirements of the PIP are fulfilled, and the Dean of the College/School has acknowledged this completion in writing.
    a. An award of promotion to the rank of Professor requires:
        i. Documentation of adherence to performance standards relating to Teaching, Scholarship, and Service as described in the Faculty Employment Handbook, Department Evaluation Guidelines, and other applicable standards of the College/School. As with all evaluation standards, these will be documented and widely available to all faculty members through a variety of mediums including, but not limited to: MSU Denver webpages, handbooks, or policies.
        ii. Record of conduct consistent with professional standards as described in the AAUP Statement on Professional Ethics and applicable accrediting and/or disciplinary

organizations (e.g., NASM, APA, CAEP, AACSB, etc.).

4. Procedures for Promotion
    a. Reviews for promotion to Professor include: The Department RTP Committee, Department Chair, School/College RTP Committee, School/College Dean, FSRTP Committee, and Provost.
        i. NOTE: In the case of a Department Chair being evaluated for promotion, the recommendation of a Peer Review Committee, comprising at least three other Department Chairs appointed by the College/School Dean, will substitute for the recommendation of the Chair. The Department Chair will still evaluate the portfolios of other members of the Department undergoing promotion.
    b. Portfolios for candidates for promotion to Professor shall automatically progress to the next review level; recommendations made at each level are not binding on any subsequent level.
    c. If there is disagreement in the recommendations for promotion to Professor at any previous level of review, the Provost shall convene a reconciliation meeting. Participants shall include individual reviewers—e.g., Department Chair and College/School Dean—and the Chairs of the Department, College/School, and FSRTP committees.
        i. This meeting shall take place within seven days after the designated deadline for the candidate to respond to the FSRTP Committee.
        ii. The candidate shall not be a part of this meeting.
        iii. The purposes of the meeting will be twofold:
            1. To understand the reasoning behind the differing evaluations.
            2. To attempt to resolve differences before the Provost decides whether to award the candidate promotion to Professor.
        iv. The decision by the Provost to not award a candidate promotion to Professor is not appealable.

5. Portfolios for promotion shall include the following:
    a. Narrative Statement
    b. Annotated Curriculum Vitae
    c. Student Ratings of Instruction and student comments since the date on which the tenure portfolio was submitted.
    d. Letters of review and any relevant responses by the faculty member since the date on which the tenure portfolio was submitted.
    e. Reassigned time reports and evaluations, if relevant, since the date on which the tenure portfolio was submitted.
    f. Selected additional materials for review.
    g. Supplementary documentation and other official and relevant information as determined by the Provost.

6. There is no appeal for a denial of promotion.

7. A faculty member who is denied promotion may apply for promotion in any subsequent year.

8. A majority of members voting at each of the Department, College/School or University Committees must vote in favor of awarding promotion for a promotion to be recommended at that level. Review committee members are obliged to vote for or against recommending approval of each application before the committee. Failure to recommend promotion shall not preclude a faculty member's application for promotion from proceeding to the next level of the review process.

# PROMOTION TO PROFESSOR AND POST-TENURE REVIEW

## BIO RATING SCALE:

The following rating scale will be applied to **tenured** faculty portfolios:

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| **Meets Standards:** | Faculty member has "**Meets Standards"** in the areas of teaching, scholarly activity, service, as specified in the "Guidelines for Promotion" or "Guidelines for PTR" sections of this document. |
| **Needs Improvement:** | Faculty member needs improvement in at least 1 of the areas of teaching, scholarly activity, or service as specified in the "Guidelines for Promotion" or "Guidelines for PTR" sections of this document. |

# BIOLOGY DEPARTMENT PROMOTION to PROFESSOR GUIDELINES

*For promotion to Professor, there is an expectation for a record of significant accomplishment in all three areas: teaching, scholarly activity, and service. In BIO, our mission is to provide students with comprehensive knowledge of biological principles and the analytical and technical skills training to make them competitive in their future pursuits. Our department recognizes that scholarship contributes to our ability to enhance the learning experiences that we provide for our students, whether it be in the classroom or in the laboratory setting; therefore, we value scholarly activities that enrich faculty expertise in the discipline and/or engage students in our scholarly activities. As contributing members to the university and to our profession, we strive to collaborate and to engage in meaningful service either at the university, college, department, community, or professional levels.*

In addition to meeting the contractual responsibilities defined in the Faculty Employment Handbook, candidates for promotion on a 'standard' percentage breakdown, generally defined as 80% effort in teaching, 10% effort in scholarship, and 10% effort in service, are expected – at a minimum – to meet the following criteria. We acknowledge that these percentages are not tied to direct time measurements, since effort in these areas is complex and multifaceted; hours invested isn't necessarily an accurate reflection of effort or meaningful contribution. Any deviation of percentage efforts will be decided in collaboration between the faculty member and department chair and will take into consideration the overall needs of the department. Upon approval by the department chair, a letter outlining the differential efforts and expectations will be provided and should be uploaded to the Portfolio management system; these differences will also be included in the review letter from the department chair.

# TEACHING

## EVALUATION STANDARDS FOR TEACHING

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

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

## GUIDELINE FOR PROMOTION:

In their narrative, promotion candidates must explain their approach to teaching from among the following aspects of teaching: how they 1. Integrate their scholarly activities and knowledge into their teaching, 2. Design their courses, 3. Deliver material to facilitate student learning, and 4. Use assessment results to improve their courses. The faculty member also discusses student advising, linking it with their courses, scholarly activities and professional service, as appropriate. Promotion candidates should reflect on their growth in teaching through the review period.

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| **Needs Improvement: This rating simply means the faculty member has not accomplished all of the necessary activities to attain the "Meets Standards" rating.** | The promotion candidate does not perform at the level of "Meets Standards" for teaching as described below. |

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| **Meets Standards: This performance level demonstrates the minimum required accomplishments for a faculty member.** | COURSES ARE KEPT CURRENT, DESIGNED TO FACILITATE STUDENT LEARNING, ALIGNED WITH OFFICIAL COURSE SYLLABI, AND EXPECTATIONS FOR STUDENT PERFORMANCE ARE CLEARLY COMMUNICATED. ADDRESSES TRENDS IDENTIFIED IN STUDENT FEEDBACK IN SRIs. FACULTY MEMBER KEEPS SCHEDULED OFFICE HOURS AND PROVIDES ACCURATE ACADEMIC ADVISING TO STUDENTS.<br><br>Specific examples of "Meets Standards" in teaching for the promotion candidate:<br><br>1. Courses are kept current and new materials are added to courses, such as adoption of a new textbook, the preparation of new study guides, bibliography/reading lists for classes, or the development or substantial revisions to other handouts, demonstrations, laboratory activities, or web sites, or implementation and/or customization of Open Educational Resources (OER); **AND**<br><br>2. Multiple approaches are used for students with different learning styles and are made accessible through the use of multimedia, the Access Center, and one-on-one meetings with students; **AND**<br><br>3. Provides students with timely qualitative and quantitative feedback to help the students master the material through creating assignment rubrics, specific and detailed learning objectives, |

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| | clearly communicated expectations and assessment information in the course syllabi, and using assessments that require critical thinking/problem-solving skills on the part of the student; **AND**<br><br>4. Continued course improvement through either self-study, scholarly activities, or based on assessment results and student feedback; **AND**<br><br>5. Work is ongoing toward addressing constructive student feedback through shifting instructional content and/or design and/or delivery; **AND**<br><br>6. Develops or revises curriculum by one or more of these activities: designing or substantially modifying laboratory exercises or course materials, designing or using new instructional equipment or methods, developing a new course (not previously taught) in the department, developing a new delivery format for a course (e.g. online), creating and offering an independent study, internship, or other individualized course, substantially modifying or redesigning an existing course, developing program modifications (e.g. curriculum modification forms for Biology program changes), developing a web site specifically for a course; **AND**<br><br>7. Advises students in the Biology major and minor as well as professional specialized areas for biology students (e.g. pre-health care careers and graduate programs), is available for advising through e-mail, telephone, virtual, and in-person meetings during office hours, provides up-to-date and accurate advising information and/or actively seeks out answers to unknown advising issues or refers the student to the appropriate office/person, accurately interprets degree progress reports, and maintains records of advising sessions.<br><br>8. Note: ***If*** the promotion candidate teaches General Studies courses, the faculty member designs and teaches their courses in accordance with the official course syllabus, meeting departmental and university expectations including the writing and student learning outcome expectations. Additionally, assessment activities must comply with departmental and university requirements. Faculty should provide assessment data to the departmental Assessment committee upon request.<br><br>9. Note: ***If*** the promotion candidate teaches a course that is routinely used for program assessment, faculty should provide assessment data to the departmental Assessment committee upon request. |

# SCHOLARLY ACTIVITIES

## EVALUATION STANDARDS FOR 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.

## GUIDELINE TO ACHIEVE PROMOTION:

The promotion candidate has engaged in scholarly and creative activities which 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. This category includes 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, including mentoring undergraduates in research. The promotion candidate must demonstrate in their narrative and annotated curriculum vitae that they have made one or more major contributions to their discipline that have been peer-reviewed or accepted by a jury. Please note that there is no expectation for first or sole authorship for peer-reviewed disciplinary, pedagogical, or creative works accepted for publication.

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| **Needs Improvement: This rating simply means the faculty member has not accomplished all the necessary activities to attain the "Meets Standards" rating.** | Minimum requirements and/or Standards have not been met. The promotion candidate does not satisfy the minimum performance described by one of the examples listed as 1-4 **AND** one of the examples listed as 5- 11 in "Meets Standards" for scholarly activity as described below. |

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| **Meets Standards: This performance level demonstrates the minimum required accomplishments for a faculty member.** | The promotion candidate has had a peer-reviewed disciplinary or pedagogical or creative work accepted in a publication or the disciplinary equivalent. Additionally, they have had multiple presentations of their scholarly or creative works accepted after review for presentation at professional meetings, or other possible activities include writing grants to outside agencies, upgrading their education, certification or licenses relative to their work assignments.<br><br>Specific examples of "Meets Standards" in scholarly activities for the promotion candidate:<br><br>1. One or more peer-reviewed disciplinary works accepted in a publication or broadcast; **OR**<br><br>2. One or more peer-reviewed pedagogical works accepted in a publication; **OR**<br><br>3. Writing and publishing a textbook chapter, textbook, or a discipline-related book that is reviewed by peers and/or editors; **OR** |

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| | 4. Writing and publishing several items of ancillary textbook/lab manual materials (test bank, solutions manual, software, illustrations) through a recognized commercial publishing company that are reviewed by peers and/or editors, or materials undergoing rigorous peer-review or professional editor review for prepublication content through reputable OER sites;<br><br>**AND**<br><br>5. Evidence of active scientific research, especially research involving undergraduate students, resulting in dissemination of their work (including MSU Denver Undergraduate Research Conference); **OR**<br><br>6. Multiple presentations including mentored presentations of their scholarly or creative works (e.g. film or OER materials) accepted for presentation at local, regional, national, or international conferences; **OR**<br><br>7. Writing grants to outside agencies; **OR**<br><br>8. Invited presentations/seminars/publications of scholarly work; **OR**<br><br>9. Demonstrable impact of community-engaged scholarship that improves, enhances, or creates mutually beneficial outcomes for the public good; Significant consultation in candidate's professional area to educational or professional groups or for the federal government or other local, regional, national or international level organizations; **OR**<br><br>10. Significant upgrading of their education through post-graduate training – either private or academic; **OR**<br><br>11. Obtaining a new degree, licensure or specialty certification or skill related to their professional expertise and teaching assignments. |

# SERVICE

## EVALUATION STANDARDS FOR SERVICE:

Faculty engage in service when they participate in the shared governance and good functioning of the institution; service to the institution can be at the program, department, college, or university level. Beyond the institution, faculty engage in service when they use their disciplinary and/or professional expertise and talents to contribute to the betterment of their multiple environments, such as regional communities, professional and disciplinary associations, nonprofit organizations, or government agencies. The Biology Department also acknowledges and values invisible service (e.g., DEI work, mentoring, emotional labor).

## GUIDELINE TO ACHIEVE PROMOTION:

The promotion candidate must demonstrate significant contributions to shared governance in the department, college, university, or within their disciplinary organization or contributions using their disciplinary expertise to the community outside of the university. These contributions often, but not exclusively, take the form of significant committee work.

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| **Needs Improvement: This rating simply means the faculty member has not accomplished all the necessary activities to attain the "Meets Standards" rating.** | Minimum requirements and/or Standards for Service have not been met. The promotion candidate does not provide the minimum amount of service that is described in "Meets Standards" in service below. |

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| **Meets Standards: This performance level demonstrates the minimum required accomplishments for a faculty member.** | The promotion candidate must demonstrate significant contributions to shared governance in the department, college, university, or within their disciplinary organization or contributions using their disciplinary expertise to the community outside of the university. These contributions often, but not exclusively, take the form of significant committee work.<br><br>Specific examples of "Meets Standards" in service activities for the promotion candidate:<br><br>1. Actively and regularly contributes to ongoing department, college, or university-level committees through which a significant amount of time and effort are spent in shared governance, and conducts peer observations of affiliate faculty members; **AND**<br><br>2. Holds a leadership position on a significant and ongoing committee or serves as a coordinator or director of a special project at the department or other level; **OR**<br><br>3. Actively serves as a faculty supervisor to an ongoing student group requiring continued guidance; **OR**<br><br>4. Mentors new faculty (full time or part time) who are teaching a new course for the first time and require a heavy time commitment; **OR**<br><br>5. Serves on the Faculty Senate and Faculty Senate committees;<br>**OR** |

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| | 6. Takes leadership in a special project benefiting the department, college, university, or professional community such as writing narratives for program review, coordinating ordering or moving, coordinating and overseeing several labs, ongoing training and supervising several work study students or teaching assistants; **OR**<br><br>7. Provides ongoing public relations efforts on behalf of the university; **OR**<br><br>8. Takes over classes for colleagues for a significant period of time; **OR**<br><br>9. Reviews grant proposals for the university, a professional organization, or a granting agency; **OR**<br><br>10. Serves on the advisory or governing board for a scientific/professional, governmental, or non-governmental organization; **OR**<br><br>11. Serves as a manuscript or abstract reviewer for a professional journal or organization; **OR**<br><br>12. Reviews scholarship applications for university or external organizations; **OR**<br><br>13. Actively and regularly contributes unpaid service to the community and/or professional organizations that bring recognition to Metropolitan State University of Denver or the faculty member's professional discipline through pro bono consultations, serving as a community or professional organization board member, organizing a professional conference, participating in ongoing K-12 activities, or<br>presenting seminars for community or civic groups. |

# POST-TENURE REVIEW

Post-tenure review is a comprehensive evaluation of the performance of tenured faculty, conducted on a five- year cycle. Where appropriate, faculty may submit a Portfolio for promotion in lieu of a Post Tenure Review if both reviews occur in the same academic year and if time in rank warrants it. It is the responsibility of the faculty member to submit a post-tenure review portfolio according to the appropriate five-year cycle. Failure to submit a post -tenure review portfolio constitutes a violation of contractual obligations.

Post-Tenure Review Policies

1. Successful post-tenure review requires:

    a. Documentation of adherence to performance standards relating to Teaching, Scholarship, and Service as described in the Faculty Employment Handbook, Department Evaluation Guidelines, and other applicable standards of the College/School. As with all evaluation standards, these will be documented and widely available to all faculty members through a variety of mediums including, but not limited to: MSU Denver webpages, handbooks, or policies.

    b. Record of conduct consistent with professional standards as described in the AAUP Statement on Professional Ethics and applicable accrediting and/or disciplinary organizations (e.g., NASM, APA, AACSB, etc.).

2. No later than the deadline specified in the Procedural Calendar and every fifth year after the last comprehensive evaluation, the tenured faculty member shall prepare and submit a post-tenure review portfolio.

3. A faculty member on leave for one or more semesters in an academic year can choose whether to have that academic year counted toward eligibility for post-tenure review. Within 30 days of the beginning of the semester following the conclusion of the leave, the faculty member shall submit a written statement to the Department Chair and Dean indicating whether they want that academic year to count toward such eligibility. The Dean shall forward that statement to the Provost or the Provost's designee.

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## PORTFOLIOS FOR POST-TENURE REVIEW

Post-Tenure Review Portfolio shall include the following, as outlined in the Faculty Employment Handbook:

1. Narrative Statement
2. Annotated Curriculum Vitae
3. Student Ratings of Instruction since the last comprehensive evaluation.
4. Reassigned Time Evaluations since the last comprehensive evaluation.
5. Letters of Review from the most recent comprehensive evaluation

# BIOLOGY DEPARTMENT POST-TENURE REVIEW GUIDELINES

*All faculty must meet the contractual responsibilities defined in the Faculty Employment Handbook and adhere to all policies and procedures set forth in the Faculty Employment Handbook as a prerequisite to successful post-tenure review.*

*In addition to meeting the contractual responsibilities defined in the Faculty Employment Handbook, candidates for post-tenure review on a 'standard' percentage breakdown, generally defined as 80% effort in teaching, 10% effort in scholarship, and 10% effort in service, are expected – at a minimum – to meet the following criteria.*
*We acknowledge that these percentages are not tied to direct time measurements, since effort in these areas is complex and multifaceted; hours invested isn't necessarily an accurate reflection of effort or meaningful contribution. Any deviation of percentage efforts will be decided in collaboration between the faculty member and department chair and will take into consideration the overall needs of the department. Upon approval by the department chair, a letter outlining the differential efforts and expectations will be provided and should be uploaded to the Portfolio management system; these differences will also be included in the review letter from the department chair.*

# TEACHING

## EVALUATION STANDARDS FOR TEACHING:

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

## GUIDELINE FOR POST-TENURE REVIEW:

Effective teachers typically maintain high academic standards, prepare students for professional work and development, and facilitate student achievement.

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| **Needs Improvement: This rating simply means the faculty member has not accomplished all the necessary activities to attain the "Meets Standards" rating.** | The post-tenure review candidate does not perform at the level of "Meets Standards" for teaching as described below. |
| **Meets Standards: This performance level demonstrates the minimum required accomplishments for a faculty member.** | Specific examples of "Meets Standards" in teaching for the post-tenure review candidate:<br><br>1. Courses are kept current and new materials are added to courses, such as adoption of a new textbook, the preparation of new study guides, bibliography/reading lists for classes, or the development or substantial revisions to other handouts, demonstrations, laboratory activities, or web sites, or implementation and/or customization of OER resources; **AND**<br><br>2. Provides students with timely qualitative and quantitative feedback to help the students master the material through creating assignment rubrics, specific and detailed learning objectives, clearly communicated expectations and assessment information in the course syllabi, and using assessments that require critical thinking/problem-solving skills on the part of the student; **AND**<br><br>3. Work is ongoing toward addressing constructive student feedback through shifting instructional content and/or design and/or delivery; **AND**<br><br>4. Advises students in the Biology major and minor as well as professional specialized areas for biology students (e.g. pre-health care careers and graduate programs), is available for advising through e-mail, telephone, virtual, and in-person meetings during office hours, provides up-to-date and accurate advising information and/or actively seeks out answers to unknown advising issues or refers the student to the appropriate office/person, accurately interprets |

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| | degree progress reports, and maintains records of advising sessions. |

# SCHOLARLY ACTIVITIES

## EVALUATION STANDARDS FOR 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.

## GUIDELINE FOR POST-TENURE REVIEW:

The post-tenure review candidate has engaged in scholarly and creative activities which 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. This category includes 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. The successful post-tenure review candidate must demonstrate in their narrative and annotated curriculum vitae that they have accomplished at least two of the examples (or similar activities) listed under "Meets Standards" for scholarly activities.

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| **Needs Improvement: This rating simply means the faculty member has not accomplished all the necessary activities to attain the "Meets Standards" rating.** | Minimum requirements and/or Standards have not been met. The post- tenure review candidate does not satisfy the minimum performance described by one of the examples listed in "Meets Standards" for scholarly activity as described below. |
| **Meets Standards: This performance level demonstrates the minimum required accomplishments for a faculty member.** | The successful post-tenure review candidate must accomplish two of the following examples (or similar activities) during the review period for a rating of "Meets Standards" in scholarly activities:<br><br>Specific examples of "Meets Standards" in scholarly activities for the promotion candidate:<br><br>1. Disseminating creative works to a professional or governmental organization or general audience through presentations, seminars, broadcasts or publications; **OR**<br><br>2. One or more professional or pedagogical works accepted for publication or presentation; **OR**<br><br>3. Writing, revising or reviewing a textbook or book chapter, or a discipline-related book or film, or OER course materials; **OR**<br><br>4. Contributing to the publication of ancillary textbook/lab manual materials (test bank, solutions manual, software, |

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| | illustrations, OER materials) in their professional field; **OR**<br><br>Evidence of ongoing scientific research, including research with students; **OR** |

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| | 6. Writing a grant to an outside entity; **OR**<br><br>7. Procuring a contract or sub-award from an outside entity; **OR**<br><br>8. Upgrading of their education through post-graduate training – either private or academic, including continuing education related to their professional expertise and teaching assignments; **OR**<br><br>9. Renewing or obtaining licensure or specialty certification related to their professional expertise and teaching assignments; **OR**<br><br>10. Attending professional, scientific, or pedagogical conferences to improve teaching expertise, pedagogy or research; **OR**<br><br>11. Consulting activities in candidate's professional area to educational or professional groups or for governmental or other non-governmental regional, national or international organizations. |

# SERVICE

## EVALUATION STANDARDS FOR SERVICE:

Faculty engage in service when they participate in the shared governance and good functioning of the institution; service to the institution can be at the program, department, college, or university level. Beyond the institution, faculty engage in service when they use their disciplinary and/or professional expertise and talents to contribute to the betterment of their multiple environments, such as regional communities, professional and disciplinary associations, nonprofit organizations, or government agencies. The Biology Department also acknowledges and values invisible service (e.g., DEI work, mentoring, emotional labor).

## GUIDELINE FOR POST-TENURE REVIEW:

The post-tenure review candidate must demonstrate significant contributions to shared governance in the department, college, university, or within their disciplinary organization or contributions using their disciplinary expertise to the community outside of the university. These contributions often, but not exclusively, take the form of significant committee work.

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| **Needs Improvement: This rating simply means the faculty member has not accomplished all the necessary activities to attain the "Meets Standards" rating.** | Minimum requirements and/or Standards for Service have not been met. The post-tenure review candidate does not provide the minimum amount of service that is described in "Meets Standards" in service below. |

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| **Meets Standards: This performance level demonstrates the minimum required accomplishments for a faculty member.** | The successful post-tenure review candidate must demonstrate significant contributions to shared governance in the department, college, university, or within their disciplinary organization or contributions using their disciplinary expertise to the community outside of the university. These contributions often, but not exclusively, take the form of significant committee work.<br><br>Specific examples of "Meets Standards" in service activities for the promotion candidate:<br><br>1. Actively and regularly contributes to ongoing department, college, or university-level committees through which a significant amount of time and effort are spent in shared governance, and conducts peer observations of affiliate faculty members; **AND**<br><br>2. Holds a leadership position on a significant and ongoing committee or serves as a coordinator or director of a special project at the department or other level; **OR**<br><br>3. Actively serves as a faculty supervisor to an ongoing student group requiring continued guidance; **OR**<br><br>4. Mentors new faculty (full time or part time) who are teaching a new course for the first time and require a heavy time commitment; **OR**<br><br>5. Serves on the Faculty Senate and Faculty Senate committees;<br>**OR** |

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| | 6. Takes leadership in a special project benefiting the department, college, university, or professional community such as writing narratives for program review, coordinating ordering or moving, coordinating and overseeing several labs, ongoing training and supervising several work study students or teaching assistants; **OR**<br><br>7. Provides ongoing public relations efforts on behalf of the university; **OR**<br><br>8. Takes over classes for colleagues for a significant period of time; **OR**<br><br>9. Reviews grant proposals for the university, a professional organization, or a granting agency; **OR**<br><br>10. Serves on the advisory or governing board for a scientific/professional, governmental, or non-governmental organization; **OR**<br><br>11. Serves as a manuscript or abstract reviewer for a professional journal or organization; **OR**<br><br>12. Reviews scholarship applications for university or external organizations; **OR**<br><br>13. Actively and regularly contributes unpaid service to the community and/or professional organizations that bring recognition to Metropolitan State University of Denver or the faculty member's professional discipline through pro bono consultations, serving as a community or professional organization board member, organizing a professional conference, participating in ongoing K-12 activities, or<br>presenting seminars for community or civic groups. |

# BIOLOGY GUIDELINES FOR EMERITUS STATUS OF FACULTY

According to MSU Denver's *Handbook for Professional Personnel*, "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. 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 eligible for emeritus status". A department chair or any faculty member of the department may nominate faculty for emeritus status.

Once a person is nominated, the Department Chair will substantiate that the nominee has satisfied the requirements above. The nomination must then be endorsed by the majority of the full-time faculty members of the department.

# BIOLOGY EVALUATION GUIDELINES FOR CATEGORY II FACULTY (NON-TENURE TRACK FULL TIME LECTURER)

**INTRODUCTION:** Category II faculty (Non-Tenure Track) are subject to the norms and expectations of academic freedom befitting an institution of higher education. Furthermore, they serve as contingent faculty appointed for defined terms. Category II faculty (Non-Tenure Track) are hired most often to teach full-time (typically 30 semester credit hours per academic year) under contracts of a duration from between one and three years. Category II faculty (Non-Tenure Track) are eligible for reappointment at the discretion of the Dean and Department Chair, respectively. Decisions to reappoint are based upon the needs of the department or program and take into consideration the candidate's qualifications and performance. Performance evaluation, therefore, is done in part to support reappointment decisions and in part to foster improvement among Category II faculty (Non-Tenure Track) members.

# CATEGORY II FACULTY (NON-TENURE TRACK LECTURER)

Category II Faculty (Non-Tenure Track) will submit a Portfolio for review, as per the Faculty Employment Handbook.

Portfolio shall include the following, as outlined in the Faculty Employment Handbook:

1. Cover Sheet
2. Narrative Statement: 2- pages in length– presenting a reflective self-assessment to highlight accomplishments and indicate plans for the future. The self-assessment should also describe how the faculty member has met the expectations for assigned duties/responsibilities. This statement should present one's best case to disciplinary colleagues and to colleagues across the University community.
    a. If a faculty member is seeking a Multi-Year Contract, they should indicate this in the first paragraph.
3. Annotated Curriculum Vitae listing comprehensive and detailed faculty work in the areas of performance. (An example of an annotated CV can be found in the Guidebook for Portfolio Preparation, published by the Office of the Provost.)
4. Student Ratings of instruction as outlined in the Faculty Employment Handbook.
5. No additional materials for review beyond what is required in Department Guidelines.

# BIOLOGY DEPARTMENT GUIDELINES FOR CATEGORY II FACULTY (NON-TENURE TRACK) REAPPOINTMENT

*In BIO, our mission is to provide students with comprehensive knowledge of biological principles and the analytical and technical skills training to make them competitive in their future pursuits. Our department recognizes that scholarship contributes to our ability to enhance the learning experiences that we provide for our students, whether it be in the classroom or in the laboratory setting; therefore, we value scholarly activities that enrich faculty expertise in the discipline and/or engage students in our scholarly activities. As contributing members to the university and to our profession, we strive to collaborate and to engage in meaningful service either at the university, college, department, community, or professional levels.*

In addition to meeting the contractual responsibilities defined in the Faculty Employment Handbook, Category II faculty (Non-Tenure Track) will typically teach 30 semester credit hours per academic year, having a 'standard' percentage breakdown defined as 100% effort in teaching and no expectations for scholarship or service; however, we recognize that some of our Category II faculty (Non-Tenure Track) have been hired with greater service duties and will have reduced teaching to allow for service and scholarship (professional development). Therefore, Category II faculty (Non-Tenure Track) will have a standard range of 80-95% effort in teaching and 5-20% effort of any combination of scholarship and service, dependent on their outlined job description. We acknowledge that these percentages are not tied to direct time measurements, since effort in these areas is complex and multifaceted; hours invested isn't necessarily an accurate reflection of effort or meaningful contribution. Any deviation of percentage efforts will be decided in collaboration between the faculty member and department chair and will take into consideration the overall needs of the department. Upon approval by the department chair, a letter outlining the differential efforts and expectations will be provided and should be uploaded to the Portfolio management system; these differences will also be included in the review letter from the department chair.

# TEACHING

## EVALUATION STANDARDS FOR TEACHING:

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

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

## GUIDELINES FOR REAPPOINTMENT OF CATEGORY II FACULTY (NON-TENURE TRACK):

In their narrative, the faculty member must explain how they have met expectations for assigned duties and responsibilities. It should present a reflective self-assessment that highlights accomplishments and indicates plans for the future and presents their best case for continuance in their position. The faculty member should briefly describe their approach to teaching including how they: 1. Update their courses integrating current knowledge into their teaching, 2. Design their courses, 3. Deliver material to facilitate student learning, and 4. Use assessment results to improve their courses. At least one departmental peer observation is required each year during the first three years of employment, and one is required every three years thereafter.

Courses follow the official course syllabus, and the faculty member adheres to university policies regarding accommodations for students with disabilities. Each course is kept current through review of instructional resources and the regular addition of new materials, as appropriate. Narrative describes how courses are designed and delivered using multiple approaches to facilitate student learning. Expectations for student learning and performance are clearly communicated in syllabi, and the faculty member uses student learning objectives/outcomes to facilitate student learning and assessment. Faculty member uses professional expertise along with course and/or program assessment results to improve courses. For any general studies courses taught, the faculty member designed their course in accordance with the official course syllabus, meeting departmental and university expectations including the writing and student learning outcome expectations. Assessment of general studies courses complies with departmental and university requirements. The narrative addresses any trends for concerns raised in student ratings of instruction feedback. Category II faculty member (Non-Tenure Track) will have at least one course evaluated each year by peer observers during the first three years of employment. At least one course will be evaluated every three years during subsequent periods of employment. Peer observers will be tenured biology faculty members chosen by the department chair in consultation with the faculty member. Departmental peer evaluations will be both formative and summative.
Category II faculty member (Non-Tenure Track) is expected to have a sustained record of peer evaluations that "Meet Standards". Category II faculty member (Non-Tenure Track) is expected to have responded to any concerns and to have shown improvement in any areas rated as "needs improvement" in previous evaluations. Faculty member maintains office hours and attends regularly scheduled department meetings. Faculty must maintain a minimum of 20 minutes of office hours per week per one (1) credit hour taught. Thus, faculty teaching 15 credit hours would be expected to have four (5) office hours per week.

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| **Needs Improvement: This rating simply means the faculty member has not accomplished all the necessary activities to attain the "Meets Standards" rating.** | The Category II faculty member (Non-Tenure Track) does not perform at the level of "Meets Standards" for teaching as described below. |
| **Meets Standards: This performance level demonstrates the minimum required accomplishments for a faculty member.** | COURSES ARE KEPT CURRENT, DESIGNED TO FACILITATE STUDENT LEARNING, ALIGNED WITH OFFICIAL COURSE SYLLABI, AND EXPECTATIONS FOR STUDENT PERFORMANCE ARE CLEARLY COMMUNICATED. ADDRESSES TRENDS IDENTIFIED IN STUDENT FEEDBACK IN SRIs. BIOLOGY PEER EVALUATIONS "MEET STANDARDS". FACULTY MEMBER KEEPS SCHEDULED OFFICE HOURS AND PROVIDES ACCURATE ACADEMIC ADVISING TO STUDENTS.<br><br>Specific examples of "Meets Standards" in teaching for the Category II faculty member (Non-Tenure Track):<br><br>1. Courses are kept current and new materials are added to courses, such as adoption of a new textbook, the preparation of new study guides, bibliography/reading lists for classes, or the development or substantial revisions to other handouts, demonstrations, laboratory activities, or web sites, or implementation and/or customization of OER resources; **AND** |

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| | 2. Multiple approaches are used for students with different learning styles and are made accessible through the use of multimedia, the Access Center, and one-on-one meetings with students; **AND**<br>Provides students with timely qualitative and quantitative feedback to help the students master the material through creating assignment rubrics, specific and detailed learning objectives, clearly communicated expectations and assessment information in the course syllabi, and using assessments that require critical thinking/problem-solving skills on the part of the student; **AND**<br>3. Continued course improvement through either self-study, scholarly activities, or based on assessment results and student feedback; **AND**<br><br>4. Work is ongoing toward addressing constructive student feedback through shifting instructional content and/or design and/or delivery; **AND**<br><br>5. Category II faculty members (Non-Tenure Track) will have at least one course evaluated by peer observers each year (excluding summer) for the first three years of employment. Then they will have at least one course evaluated every three years during subsequent periods of employment. Peer observers will be tenured biology faculty members chosen by the Department Chair in consultation with the faculty member. Evaluations will be both summative and formative. For reappointment, Category II faculty members (Non-Tenure Track) are expected to have a sustained record of peer evaluations that "Meet Standards". Category II faculty members (Non-Tenure Track) are expected to have responded to any concerns and to have demonstrated improvement in areas that were identified as needing improvement; **AND**<br><br>6. Category II faculty members (Non-Tenure Track) maintain five office hours per week and attends regularly scheduled department meetings.<br><br>7. Note: ***If*** the Category II faculty (Non-Tenure Track) member teaches General Studies courses, the faculty member designs and teaches their courses in accordance with the official course syllabus, meeting departmental and university expectations including the writing and student learning outcome expectations. Additionally, assessment activities must comply with departmental and university requirements. Faculty should provide assessment data to the departmental Assessment committee upon request.<br><br>8. Note: ***If*** the Category II faculty member (Non-Tenure Track) teaches a course that is routinely used for program assessment, faculty should provide assessment data to the |

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| | departmental Assessment committee upon request. |

# SCHOLARLY ACTIVITIES AND/OR SERVICE

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| **Needs Improvement: This rating simply means the faculty member has not accomplished all the necessary activities to attain the "Meets Standards" rating.** | Minimum requirements and/or Standards for Scholarly Activities or Service have not been met. The Category II faculty member (Non-Tenure Track) does not provide the minimum amount of scholarly activity or service that is described in "Meets Standards" below. |
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| **Meets Standards: This performance level demonstrates the minimum required accomplishments for a faculty member.** | For reappointment, the successful Category II faculty member (Non- Tenure Track) must accomplish TWO of the following examples (or similar activities) during the review period for a rating of "Meets Standards".<br><br>Specific examples of "Meets Standards" in scholarly or service activities for the Category II faculty member (Non-Tenure Track):<br><br>1. Disseminating creative works to a professional or governmental organization through presentations, seminars, broadcasts or publications; **OR**<br><br>2. One or more pedagogical works accepted for publication or presentation; **OR**<br><br>3. Writing, revising or reviewing a textbook, or a discipline-related book or film, or OER course materials; **OR**<br><br>4. Contributing to the publication of ancillary textbook/lab manual materials (test bank, solutions manual, software, illustrations, OER materials) in their professional field; **OR**<br><br>5. Evidence of ongoing and significant scientific research, especially research involving students; **OR**<br><br>6. Writing grants to outside agencies; **OR**<br><br>7. Upgrading of their education through post-graduate training – either private or academic, including continuing education related to their professional expertise and teaching assignments; **OR**<br><br>8. Obtaining a new degree, renewing or obtaining licensure or specialty certification related to their professional expertise and teaching assignments; **OR** |

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| | 9. Attending several professional or pedagogical workshops or conferences to improve teaching expertise and pedagogy; **OR**<br><br>10. Consulting activities in candidate's professional area to educational or professional groups or for the federal government or other regional, national or international level organizations; **OR**<br><br>11. Serving as lead faculty member for a course and making contributions such as curriculum changes to update pedagogy, coordinating with lab coordinators and faculty, and mentoring faculty (new and affiliate faculty) who teach the course. **OR**<br><br>12. Making significant contributions to curriculum development; **OR**<br><br>13. Regularly providing service as an active member on departmental committees; **OR**<br><br>14. Actively and regularly contributing unpaid service to the community and/or professional organizations that bring recognition to Metropolitan State University of Denver or the faculty member's professional discipline through *pro bono* consultations, serving as a community or professional organization board member, organizing a professional conference, participating in ongoing K-12 activities, or presenting seminars for community or civic groups. |

# BIOLOGY DEPARTMENT GUIDELINES FOR PROMOTION TO SENIOR LECTURER

## EVALUATION STANDARDS FOR TEACHING:

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

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

## GUIDELINES FOR PROMOTION OF CATEGORY II FACULTY (NON-TENURE TRACK):

In their narrative, the faculty member must explain how they have met expectations for assigned duties and responsibilities. It should present a reflective self-assessment that highlights accomplishments and indicates plans for the future and presents their best case for promotion to senior lecturer. The faculty member should briefly describe their approach to teaching including how they: 1. Update their courses integrating current knowledge into their teaching, 2. Design their courses, 3. Deliver material to facilitate student learning, and 4. Use assessment results to improve their courses. At least one departmental peer observation is required each year during the first three years of employment, and one is required every three years thereafter.

The Lecturer must satisfy the conditions for promotion to Senior Lecturer established in Chapter VI of the *Handbook for Professional Personnel* and have annual evaluation ratings of “Meets Standards” for the most recent three years of service. In addition, the Lecturer must have taught at least two different BIO courses and must demonstrate a pattern of excellence in each of the seven examples listed below.

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| **Needs Improvement: This rating simply means the faculty member has not accomplished all the necessary activities to attain the “Meets Standards” rating.** | The Category II faculty member (Non-Tenure Track) does not perform at the level of “Meets Standards” for teaching as described below. |

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| **Meets Standards: This performance level demonstrates the minimum required accomplishments for a faculty member.** | COURSES ARE KEPT CURRENT, DESIGNED TO FACILITATE STUDENT LEARNING, ALIGNED WITH OFFICIAL COURSE SYLLABI, AND EXPECTATIONS FOR STUDENT PERFORMANCE ARE CLEARLY COMMUNICATED. ADDRESSES TRENDS IDENTIFIED IN STUDENT FEEDBACK IN SRIs. BIOLOGY PEER EVALUATIONS "MEET STANDARDS". FACULTY MEMBER KEEPS SCHEDULED OFFICE HOURS AND PROVIDES ACCURATE ACADEMIC ADVISING TO STUDENTS.<br><br>Specific examples of "Meets Standards" in teaching for the Category II faculty member (Non-Tenure Track):<br><br>1. Courses are kept current and new materials are added to courses, such as adoption of a new textbook, the preparation of new study guides, bibliography/reading lists for classes, or the development or substantial revisions to other handouts, demonstrations, laboratory activities, or web sites, or implementation and/or customization of OER resources; **AND**<br><br>2. Multiple approaches are used for students with different learning styles and are made accessible through the use of multimedia, the Access Center, and one-on-one meetings with students; **AND**<br><br>3. Provides students with timely qualitative and quantitative feedback to help the students master the material through creating assignment rubrics, specific and detailed learning objectives, clearly communicated expectations and assessment information in the course syllabi, and using assessments that require critical thinking/problem-solving skills on the part of the student; **AND**<br><br>4. Continued course improvement through either self-study, scholarly activities, or based on assessment results and student feedback; **AND**<br><br>5. Work is ongoing toward addressing constructive student feedback through shifting instructional content and/or design and/or delivery; **AND**<br><br>6. Category II faculty members will have at least one course evaluated by peer observers each year (excluding summer) for the first three years of employment. Then they will have at least one course evaluated every three years during subsequent periods of employment. Peer observers will be tenured biology faculty members chosen by the Department Chair in consultation with the faculty member. Evaluations will be both summative and formative. For reappointment, Category II faculty members are expected to have a sustained record of peer evaluations that "Meet Standards". Category II faculty members (are expected to have |

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| | responded to any concerns and to have demonstrated improvement in areas that were identified as needing improvement; **AND**<br><br>7. Category II faculty members (Non-Tenure Track) maintain five office hours per week and attends regularly scheduled department meetings.<br><br>8. Note: ***If*** the Category II faculty member teaches General Studies courses, the faculty member designs and teaches their courses in accordance with the official course syllabus, meeting departmental and university expectations including the writing and student learning outcome expectations. Additionally, assessment activities must comply with departmental and university requirements. Faculty should provide assessment data to the departmental Assessment committee upon request.<br><br>9. Note: ***If*** the Category II faculty member teaches a course that is routinely used for program assessment, faculty should provide assessment data to the departmental Assessment committee upon request. |

The Lecturer must satisfy the conditions for promotion to Senior Lecturer established in Chapter VI of the *Handbook for Professional Personnel* and have annual evaluation ratings of "Meets Standards" for the most recent three years of service. In addition, the Lecturer must have taught at least two different BIO courses and must accomplish two of the following examples during the review period.

# SCHOLARLY ACTIVITIES AND/OR SERVICE

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| **Needs Improvement: This rating simply means the faculty member has not accomplished all the necessary activities to attain the "Meets Standards" rating.** | Minimum requirements and/or Standards for Scholarly Activities or Service have not been met. The Category II faculty member (Non-Tenure Track) does not provide the minimum amount of scholarly activity or service that is described in "Meets Standards" below. |
| **Meets Standards: This performance level demonstrates the minimum required accomplishments for a faculty member.** | For reappointment, the successful Category II faculty member (Non- Tenure Track) must accomplish TWO of the following examples (or similar activities) during the review period for a rating of "Meets Standards".<br><br>Specific examples of "Meets Standards" in scholarly or service activities for the Category II faculty member (Non-Tenure Track):<br><br>9. Disseminating creative works to a professional or governmental organization through presentations, seminars, broadcasts or publications; **OR**<br><br>10. One or more pedagogical works accepted for publication or presentation; **OR**<br><br>11. Writing, revising or reviewing a textbook, or a discipline-related book or film, or OER course materials; **OR**<br><br>12. Contributing to the publication of ancillary textbook/lab manual materials (test bank, solutions manual, software, illustrations, OER materials) in their professional field; **OR**<br><br>13. Evidence of ongoing and significant scientific research, especially research involving students; **OR**<br><br>14. Writing grants to outside agencies; **OR**<br><br>15. Upgrading of their education through post-graduate training – either private or academic, including continuing education related to their professional expertise and teaching assignments; **OR**<br><br>16. Obtaining a new degree, renewing or obtaining licensure or specialty certification related to their professional expertise and teaching assignments; **OR** |

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| | 15. Attending several professional or pedagogical workshops or conferences to improve teaching expertise and pedagogy; **OR**<br><br>16. Consulting activities in candidate's professional area to educational or professional groups or for the federal government or other regional, national or international level organizations; **OR**<br><br>17. Serving as lead faculty member for a course and making contributions such as curriculum changes to update pedagogy, coordinating with lab coordinators and faculty, and mentoring faculty (new and affiliate faculty) who teach the course. **OR**<br><br>18. Making significant contributions to curriculum development; **OR**<br><br>19. Regularly providing service as an active member on departmental committees; **OR**<br><br>20. Actively and regularly contributing unpaid service to the community and/or professional organizations that bring recognition to Metropolitan State University of Denver or the faculty member's professional discipline through *pro bono* consultations, serving as a community or professional organization board member, organizing a professional conference, participating in ongoing K-12 activities, or presenting seminars for community or civic groups. |

# BIOLOGY EVALUATION GUIDELINES FOR CATEGORY III (ADJUNCT PART-TIME FACULTY)

**INTRODUCTION:** Category III (referred to as affiliate or adjunct faculty) are subject to the norms and expectations of academic freedom befitting an institution of higher education. Furthermore, they serve as contingent faculty appointed for defined terms. Adjunct faculty are hired to teach on a per-credit-hour basis for specific classes, as needed, usually on a semester-by-semester basis. Category III faculty (Adjunct) are eligible for reappointment at the discretion of the Dean and Department Chair, respectively. Decisions to reappoint are based upon the needs of the department or program and take into consideration the candidate's qualifications and performance. Performance evaluation, therefore, is done in part to support reappointment decisions and in part to foster improvement among Category III faculty members (Adjunct).

# TEACHING

## EVALUATION STANDARDS FOR TEACHING:

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

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

## GUIDELINES FOR REAPPOINTMENT OF CATEGORY III FACULTY (ADJUNCT):

Adjunct faculty members are reappointed at the discretion of the department chair. Courses follow the official course syllabus and are kept current through review of instructional resources and the regular addition of new materials, as appropriate. The Adjunct faculty member adheres to department and university policies including accommodations for students with disabilities and submission of final grades. Expectations for student learning and performance are clearly communicated in syllabi, and the faculty member uses student learning objectives/outcomes to facilitate student learning and assessment. Syllabi for all courses will be provided to the department chair. For any general studies courses taught, the faculty member designed their course in accordance with the official course syllabus meeting departmental and university expectations. Assessment of general studies courses complies with departmental and university requirements. Addresses any trends for concerns raised in student ratings of instruction feedback. Adjunct faculty member receives summative or formative departmental peer observation that addresses strong pedagogy to facilitate student learning with an overall rating of "Meets Standards". Adjunct faculty member will have at least one course evaluated by peer observers each year during the faculty member's first three years of employment. At least one course will be evaluated every three years during subsequent periods of employment. Peer observers will be full-time biology faculty members chosen by the department chair. Departmental peer evaluations will be both formative and summative. Adjunct faculty member is expected to have responded to any concerns or performance rated as "needs improvement" in previous evaluations.

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| **Needs Improvement: This rating simply means the faculty member has not accomplished all the necessary activities to attain the "Meets Standards" rating.** | The Category III faculty member (Adjunct) does not perform at the level of "Meets Standards" for teaching as described below. |

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| **Meets Standards: This performance level demonstrates the minimum required accomplishments for a faculty member.** | COURSES ARE KEPT CURRENT, DESIGNED TO FACILITATE STUDENT LEARNING, ALIGNED WITH OFFICIAL COURSE SYLLABI, AND EXPECTATIONS FOR STUDENT PERFORMANCE ARE CLEARLY COMMUNICATED. ADDRESSES TRENDS IDENTIFIED IN STUDENT FEEDBACK IN SRIs. BIOLOGY PEER EVALUATIONS "MEET STANDARDS".<br><br>Specific examples of "Meets Standards" in teaching for the Category III candidate (Adjunct):<br><br>1. Courses are kept current and new materials are added to courses, such as adoption of a new textbook, the preparation of new study guides, bibliography/reading lists for classes, or the development or substantial revisions to other handouts, demonstrations, laboratory activities, or web sites, or implementation and/or customization of Open Educational Resources (OER); **AND**<br><br>2. Ensures that media content is<br>3. accessible and provides accommodations as directed by the Access Center; **AND**<br><br>4. Provides students with timely qualitative and quantitative feedback to help the students master the material through creating assignment rubrics, specific and detailed learning objectives, clearly communicated expectations and assessment information in the course syllabi, and using assessments that require critical thinking/problem-solving skills on the part of the student; **AND**<br><br>5. Work is ongoing toward addressing constructive student feedback through shifting instructional content and/or design and/or delivery; **AND**<br><br>6. Category III faculty members (Adjunct) will have at least one course evaluated by peer observers each year (excluding summer) for the first three years of employment. Then they will have at least one course evaluated every three years during subsequent periods of employment. Peer observers will be full-time biology faculty members chosen by the Department Chair in consultation with the faculty member. Evaluations will be both summative and formative. For reappointment, Category III faculty members |

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| | (Adjunct) are expected to have a sustained record of peer evaluations that "Meet Standards". Category III faculty members (Adjunct) are expected to have responded to any concerns and to have demonstrated improvement in areas that were identified as needing improvement.<br><br>7. Note: ***If*** the Category III faculty member (Adjunct) teaches General Studies courses, the faculty member designs and teaches their courses in accordance with the official course syllabus, meeting departmental and university expectations including the writing and student learning outcome expectations. Additionally, assessment activities must comply with departmental and university requirements. Faculty should provide assessment data to the departmental Assessment committee upon request.<br>Note: ***If*** the Category III faculty member (Adjunct) teaches a course that is routinely used for program assessment, faculty should provide assessment data to the departmental Assessment committee upon request. |