MSU DENVER COLLEGE OF LETTERS, ARTS AND SCIENCES

Department of Earth and Atmospheric Sciences

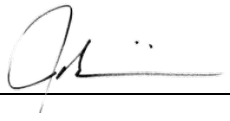
Faculty Evaluation Guidelines

Effective

August 1, 2026*

*Note: No changes were made to the EAS guidelines compared to those approved August 1, 2025

Approvals:

Department Chair: Gabrielle Katz	Date: 2/9/26
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 the faculty portfolio.

EVALUATION STANDARDS FOR TENURE AND TENURE-TRACK FACULTY (CATEGORY I FACULTY)

OVERVIEW

In accordance with AAUP Guidelines, The MSU Denver *Faculty Employment Handbook (FEH)* outlines institutional performance expectations for tenure-track faculty seeking reappointment, tenure, promotion, successful post-tenure review, and/or emeritus status. Beyond meeting faculty performance expectations delineated in the *FEH*, the duties of higher education professionals are complex and diverse. Therefore, the review process requires multiple sources of information. Collectively these data should present a holistic picture of individual faculty as each seeks tenure and/or promotion.

The EAS Department Guidelines were developed in accordance with AAUP Guidelines, the MSU Denver *FEH*, and EAS discipline specific performance standards. Category I faculty are expected to meet these standards set forth in these documents in order for them to be successfully evaluated.

NOTE TO REVIEWERS: Numerous studies have reported that student evaluations of teaching are influenced by various forms of biases and are poor measures for teaching effectiveness. As such, numerical SRI values will not be used in departmental review to determine whether a faculty member "Meets Standards" or "Needs Improvement" for Teaching. Instead, per the *FEH*, the faculty member must describe in their narrative how the "faculty member has read, reflected upon, and addressed student comments contained in their SRI evaluations." SRI numerical values will only be considered if the faculty member explicitly highlights them in their narrative.

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

GUIDELINES FOR TENURE AND PROMOTION TO ASSOCIATE PROFESSOR

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

1. Annotated Curriculum Vitae;
2. All Student Ratings of Instruction (SRI);
3. A Narrative Statement, three-to-eight (3-8) pages in length that should address teaching, advising, scholarly activities, and service according to the EAS Evaluation Guidelines;
4. All previous review letters by the levels of review for reappointment and any relevant responses by the faculty member;
5. For years Four and five: If the review letters from the previous year indicated specific areas of concern that may prevent a successful tenure application, the faculty member must include documentation addressing progress in such areas;
6. All reassigned time evaluations and reports, if relevant; and
7. Selected additional materials for review (a minimum of four items and a maximum of nine items).

TEACHING

Excellence in teaching and learning is MSU Denver's primary objective. The University is a teaching institution where excellence in teaching and learning is accorded the highest priority. Teaching is the act of creating and maintaining an environment that enhances opportunities for student learning and discipline-related growth. EAS faculty modernize and enhance pedagogy with a focus on inclusive and equity-centered practices, employ new and accessible technology, utilize multiple means to assess student learning and intentionally designed educational experiences as it pertains to course delivery and modality. Faculty strive to broaden disciplinary foci to include diverse perspectives, historically minoritized voices, anti-racist practices, and/or address the absence of marginalized populations within historically homogenized primary sources and/or fields. Effective teachers display expertise in their subject matter, which typically includes the skills, competencies, and knowledge in which the faculty member has received advanced experience, training, or education.

Given the typical full teaching load in the EAS Department, which often includes laboratory or computer intensive courses, it should be noted that teaching is the most highly valued and critical area of performance. However, outstanding teaching will not be sufficient to justify tenure. Faculty are encouraged to use the narrative to reflect on their teaching, while the annotated CV may be a more appropriate place to demonstrate how some of the standards listed below are met.

Meets Standards

1. Each course taught is kept current. Examples may include incorporation of items such as, but not limited to, up-to-date instructional materials, new texts and references, low- or no-cost instructional materials (e.g., OER), appropriate computer and laboratory technology, and the results of course and/or General Studies assessment results.

2. The narrative describes how courses are designed and delivered using multiple approaches to facilitate and assess student learning. For all sections taught, the candidate designed their course with intentional alignment between assignments, activities, and experiences in accordance with the course specific student behavioral learning outcomes. Student evaluation of performance is aligned with the official curriculum for the course.

3. The faculty member uses Canvas for lecture and lab courses to disseminate the course syllabus and university and college policies. Expectations for student learning and performance and how grades are

determined are clearly communicated in syllabi and/or in Canvas.

4. The faculty provides students with timely feedback on assessments/learning.
5. The teaching portion of the narrative should move beyond the quantitative listing of courses taught, students enrolled, and Student Ratings of Instruction (SRI) scores. The candidate may use these metrics broadly to point to overarching themes and trends, but should never be used as the only indicator of effective teaching. Faculty take student feedback into consideration when adjusting their teaching. The narrative should also address any consistent trends of low SRI scores.
6. Faculty will be observed teaching at least once each year in the first three tenure-track years. The chair will make at least one of the observations. The faculty member will receive a written report with comments/suggestions from each observation. Faculty will reflect upon the observations in the narrative.
7. The faculty member makes appropriate accommodations for students with disabilities.
8. The faculty member provides timely responses to requests regarding student performance (e.g., Early Alerts, athletics, student participation prior to Census, etc.).
9. The faculty member maintains weekly office hours in accordance with the *FEH*, i.e., 20 minutes of office hours per week per (1) credit hour taught.
10. The faculty member is available for advising 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.

SCHOLARLY ACTIVITIES

Scholarly and creative activities are disciplinary or interdisciplinary works that frame questions, create new forms of representation, solve problems, or explore enduring puzzles. Faculty must demonstrate their scholarly activities in their Portfolio Narrative and Annotated Curriculum Vitae.

Meets Standards

During their probationary period, the tenure candidate has made a significant contribution to scholarship via the following, as determined by the EAS RTP Committee and the Chair of the EAS Department.

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

AND

2. Demonstration of scholarly activities and professional development common to their academic profession, which may include but are not limited to a combination the following activities. Note, faculty are not expected to engage in all of the listed activities, but should demonstrate meaningful scholarship activities in **at least two of the following categories** (beyond those listed above). This list is not a comprehensive list of activities that might be included in scholarly activities.
   a. An oral or poster presentation of their scholarly work accepted for a presentation at a professional conference or workshop.

b. Authored ancillary textbook/lab manual materials (test banks, solutions manuals, software, illustrations) through a recognized commercial publishing company that are reviewed by peers and/or academic editors;

a. Mentoring undergraduate research;

b. Attending local, national, or international disciplinary, specialized industry, or pedagogical conferences, meetings, workshops, or field training excursions, even if not presenting;

c. Attending certification or training classes that will result in additional opportunities to educate students in the classroom;

d. Incorporating research into active learning classroom activities, and providing course-based undergraduate research opportunities;

e. Participating in consulting activities that enhance professional development and teaching;

f. Developing computer applications, software, or videos for courses for wider distribution than their own course;

g. Keeping abreast of pedagogical and content changes in the discipline;

h. Various professional development activities;

i. Applying for competitive internal funding sources;

j. Applying for external (RM-CESU, NSF, NASA, ESRI, DOE, etc.) funding sources orother financial possibilities to improve physical and/or instructional resources (computer, software, laboratory, supplies, equipment, facilities, etc.) for the EAS Department, or to support scholarly research activities;

k. Authorship of industrial or technical reports.

SERVICE

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

Meets Standards

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

- Participating in Department, College, University or Campus wide committees;
- Chairing Department, College, University, or Campus wide committees;
- Positions of responsibility (e.g., Director, Treasurer, Secretary) in committees of professional organizations;
- Positions of leadership in local, regional, or national boards;

- Membership in advisory boards or special committees of professional journals or organizations;
- Contributions to the evaluation and redesign of departmental curriculum;
- Reviewer of grants;
- Peer-reviewer of submissions to scholarly journals or serving as journal editor;
- Editing a book or book chapter, translating a book, or publishing a review of a book or book chapter;
- Volunteering for local schools or community events;
- Giving guest presentations;
- Serving as a faculty sponsor for a club/organization;
- Developing networking connections with research institutions;
- Developing networking connections with community colleges, high schools, and other academic institutions;
- Organizing/co-organizing or chairing/co-chairing a conference session;
- Participation in organizations that relate to field of expertise;
- Evaluating scholarship applications or providing documentation for nominating students for awards;
- Student academic and professional mentoring, beyond what can be accomplished during regular office hours;
- Participation in program assessment by providing data and/or analysis of results;
- Contributing to program review by contributing to 2-year reports and any 7-year program reviews during the evaluation period.
- Some important service does not fall within an official committee because it might be individual work, and faculty are encouraged to add these additional responsibilities to their annotated CV and/or narrative.

GUIDELINES FOR PROMOTION TO PROFESSOR

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

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

1. Annotated Curriculum Vitae;
2. All Student Ratings of Instruction (SRI);
3. A Narrative Statement, three-to-eight (3-8) pages in length that should address teaching, advising, scholarly activities, and service according to the EAS Evaluation Guidelines.
4. Performance reviews conducted since the last promotion, if any, or since the time of the first tenure-track contract;
5. All reassigned time evaluations and reports since most recent major review, if relevant; and
6. Selected additional materials for review (a minimum of four items and a maximum of nine items).

TEACHING

Excellence in teaching and learning is MSU Denver's primary objective. The University is a teaching institution where excellence in teaching and learning is accorded the highest priority. Teaching is the act of creating and maintaining an environment that enhances opportunities for student learning and discipline-related growth. EAS faculty modernize and enhance pedagogy with a focus on inclusive and equity-centered practices, employ new and accessible technology, utilize multiple means to assess student learning and intentionally designed educational experiences as it pertains to course delivery and modality. Faculty strive to broaden disciplinary foci to include diverse perspectives, historically minoritized voices, anti-racist practices, and/or address the absence of marginalized populations within historically homogenized primary sources and/or fields. Effective teachers display expertise in their subject matter, which typically includes the skills, competencies, and knowledge in which the faculty member has received advanced experience, training, or education.

Given the typical full teaching load in the Earth and Atmospheric Science Department, which often includes laboratory or computer intensive courses, it should be noted that teaching is the most highly valued and critical area of performance. However, outstanding teaching will not be sufficient to justify tenure. Faculty are encouraged to use the narrative to reflect on their teaching, while the annotated CV may be a more appropriate place to demonstrate how some of the standards listed below are met.

Meets Standards

1. Each course taught is kept current. Examples may include incorporation of items such as, but not limited to, up-to-date instructional materials, new texts and references, low- or no-cost instructional materials (e.g., OER), appropriate computer and laboratory technology, and the results of course and/or General Studies assessment results.

2. The narrative describes how courses are designed and delivered using multiple approaches to facilitate and assess student learning. For all sections taught, the candidate designed their course with intentional alignment between assignments, activities, and experiences in accordance with the course specific student behavioral learning outcomes. Student evaluation of performance is aligned with the official curriculum for the course.

3. The faculty member uses Canvas for lecture and lab courses to disseminate the course syllabus and university and college policies. Expectations for student learning and performance and how grades are determined are clearly communicated in syllabi and/or in Canvas.
4. The faculty provides students with timely feedback on assessments/learning.
5. The teaching portion of the narrative should move beyond the quantitative listing of courses taught, students enrolled, and Student Ratings of Instruction (SRI) scores. The candidate may use these metrics broadly to point to overarching themes and trends, but should never be used as the only indicator of effective teaching. Faculty take student feedback into consideration when adjusting their teaching. The narrative should also address any consistent trends of low SRI scores.
6. The faculty member makes appropriate accommodations for students with disabilities.
7. The faculty member provides timely responses to requests regarding student performance (e.g., Early Alerts, athletics, student participation prior to Census, etc.).
8. The faculty member maintains weekly office hours in accordance with the *FEH*, i.e., 20 minutes of office hours per week per (1) credit hour taught.
9. The faculty member is available for advising 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.

SCHOLARLY ACTIVITIES

Scholarly and creative activities are disciplinary or interdisciplinary works, frame questions, create new forms of representation, solve problems, or explore enduring puzzles. Faculty must demonstrate their scholarly activities in their Portfolio Narrative and Annotated Curriculum Vitae.

Meets Standards

The faculty member has made a significant contribution to scholarship via the following, as determined by the EAS RTP Committee and the Chair of the EAS Department.

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

AND

2. Demonstration of scholarly activities and professional development common to their academic profession, which may include but are not limited to a combination the following activities. Note, faculty are not expected to engage in all of the listed activities, but should demonstrate meaningful scholarship activities in **at least two of the following categories** (beyond those listed above).This list is not a comprehensive list of activities that might be included in scholarly activities.
   a. An oral or poster presentation of their scholarly work accepted for a presentation at a professional conference or workshop.
   b. Authored ancillary textbook/lab manual materials (test banks, solution manuals, software, illustrations) through a recognized commercial publishing company that are reviewed by peers and/or academic editors;

c. Mentoring undergraduate research;

d. Attending local, national, or international disciplinary, specialized industry, or pedagogical conferences, meetings, workshops, or field training excursions, even if not presenting;

e. Attending certification or training classes that will result in additional opportunities to educate students in the classroom;

f. Incorporating research into active learning classroom activities, and providing course-based undergraduate research opportunities;

g. Participating in consulting activities that enhance professional development and teaching;

h. Developing computer applications, software, or videos for courses for wider distribution than their own course;

i. Keeping abreast of pedagogical and content changes in the discipline;

j. Various professional development activities;

k. Applying for competitive internal funding sources;

l. Applying for external (RM-CESU, NSF, NASA, ESRI, DOE, etc.) funding sources or other financial possibilities to improve physical and/or instructional resources (computer, software, laboratory, supplies, equipment, facilities, etc.) for the EAS Department, or to support scholarly research activities;

m. Authorship of industrial or technical reports.

SERVICE

Faculty engage in service when they participate in shared governance and good functioning of the institution. Service to the institution can be at the Department, College, or University level. Beyond the institution, faculty engage in service when they use their disciplinary and/or professional expertise and talents to contribute to the betterment of their multiple environments, such as regional communities, professional and disciplinary associations, nonprofit organizations, or government agencies. However, service is not expected at all levels simultaneously.

Meets Standards

Faculty will demonstrate that they have made significant contributions in service to the Program, Department, College, University, within their discipline, and/or community. These contributions must be ongoing and relevant. It is expected that service activities are substantial and meaningful, not necessarily spread thinly among numerous activities. Examples of service activities that meet standards include but are not limited to the following:

- Participating in Department, College, University or Campus wide committees;
- Chairing Department, College, University, or Campus wide committees;
- Positions of responsibility (e.g., Director, Treasurer, Secretary) in committees of professional organizations;
- Positions of leadership in local, regional, or national boards;
- Membership in advisory boards or special committees of professional journals or organizations;
- Contributions to the evaluation and redesign of departmental curriculum;

- Reviewer of grants;
- Peer-reviewer of submissions to scholarly journals or serving as journal editor;
- Editing a book or book chapter, translating a book, or publishing a review of a book or book chapter;
- Volunteering for local schools or community events;
- Giving guest presentations;
- Serving as a faculty sponsor for a club/organization;
- Developing networking connections with research institutions;
- Developing networking connections with community colleges, high schools, and other academic institutions;
- Organizing/co-organizing or chairing/co-chairing a conference session;
- Participation in organizations that relate to field of expertise;
- Evaluating scholarship applications or providing documentation for nominating students for awards;
- Student academic and professional mentoring, beyond what can be accomplished during regular office hours;
- Participation in program assessment by providing data and/or analysis of results;
- Contributing to program review by contributing to 2-year reports and any 7-year program reviews during the evaluation period;
- Some important service does not fall within an official committee because it might be individual work, and faculty are encouraged to add these additional responsibilities to their annotated CV and/or narrative.

GUIDELINES FOR POST-TENUREREVIEW

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

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

1. Narrative Statement, 1-3 pages in length, that should address teaching, scholarly activities, and service according to the EAS Evaluation Guidelines;
2. Annotated Curriculum Vitae;
3. All Student Ratings of Instruction since the last comprehensive evaluation; and
4. All Reassigned Time Evaluations since the last comprehensive evaluation.

TEACHING

Excellence in teaching and learning is MSU Denver's primary objective. The University is a teaching institution where excellence in teaching and learning is accorded the highest priority. Teaching is the act of creating and maintaining an environment that enhances opportunities for student learning and discipline-related growth. EAS faculty modernize and enhance pedagogy with a focus on inclusive and equity-centered practices, employ new and accessible technology, utilize multiple means to assess student learning and intentionally designed educational experiences as it pertains to course delivery and modality. Faculty strive to broaden disciplinary foci to include diverse perspectives, historically minoritized voices, anti-racist practices, and/or address the absence of marginalized populations within historically homogenized primary sources and/or fields. Effective teachers display expertise in their subject matter, which typically includes the skills, competencies, and knowledge in which the faculty member has received advanced experience, training, or education.

Given the typical full teaching load in the Earth and Atmospheric Science Department, which often includes laboratory or computer intensive courses, it should be noted that teaching is the most highly valued and critical area of performance. However, outstanding teaching will not be sufficient to justify tenure. Faculty are encouraged to use the narrative to reflect on their teaching, while the annotated CV may be a more appropriate place to demonstrate how some of the standards listed below are met.

Meets Standards

1. Each course taught is kept current. Examples may include incorporation of items such as, but not limited to, up-to-date instructional materials, new texts and references, low- or no-cost instructional materials (e.g., OER), appropriate computer and laboratory technology, and the results of course and/or General Studies assessment results.
2. The narrative describes how courses are designed and delivered using multiple approaches to facilitate and assess student learning. For all sections taught, the candidate designed their course with intentional alignment between assignments, activities, and experiences in accordance with the course specific student behavioral learning outcomes. Student evaluation of performance is aligned with the official curriculum for the course.
3. The faculty member uses Canvas for lecture and lab courses to disseminate the course syllabus and

university and college policies. Expectations for student learning and performance and how grades are determined are clearly communicated in syllabi and/or in Canvas.

4. The faculty provides students with timely feedback on assessments/learning.
5. The teaching portion of the narrative should move beyond the quantitative listing of courses taught, students enrolled, and Student Ratings of Instruction (SRI) scores. The candidate may use these metrics broadly to point to overarching themes and trends, but should never be used as the only indicator of effective teaching. Faculty take student feedback into consideration when adjusting their teaching. The narrative should also address any consistent trends of low SRI scores.
6. The faculty member makes appropriate accommodations for students with disabilities.
7. The faculty member provides timely responses to requests regarding student performance (e.g., Early Alerts, athletics, student participation prior to Census, etc.).
8. The faculty member maintains weekly office hours, in accordance with the *FEH*, i.e., 20 minutes of office hours per week per (1) credit hour taught.
9. The faculty member is available for advising 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.

SCHOLARLY ACTIVITIES

Scholarly and creative activities are disciplinary or interdisciplinary works, frame questions, create new forms of representation, solve problems, or explore enduring puzzles. Faculty must demonstrate their scholarly activities in their Portfolio Narrative and Annotated Curriculum Vitae.

Meets Standards

The Faculty member has demonstrated a variety of scholarly activities common to their academic profession, which may include, but are not limited to the following activities. Faculty are not expected to engage in all of the listed activities, but should demonstrate meaningful scholarship activities in **at least two of the following categories**. This list is not a comprehensive list of activities that might be included in scholarly activities.

1. Authorship of a peer reviewed disciplinary, industrial, or pedagogical article accepted for publication;
2. Authorship of a textbook, or a discipline-related book that is reviewed by peers and/or academic editors.
3. An oral or poster presentation of their scholarly work accepted for a presentation at a professional conference or workshop.
4. Authored ancillary textbook/lab manual materials (test banks, solution manuals, software, illustrations) through a recognized commercial publishing company that are reviewed by peers and/or academic editors;
5. Mentoring undergraduate research;
6. Attending local, national, or international disciplinary, specialized industry, or pedagogical conferences, meetings, workshops, or field training excursions, even if not presenting;
7. Attending certification or training classes that will result in additional opportunities to educate students in the classroom;

8. Incorporating research into active learning classroom activities, and providing course-based undergraduate research opportunities;
9. Participating in consulting activities that enhance professional development and teaching;
10. Developing computer applications, software, or videos for courses for wider distribution than their own course;
11. Keeping abreast of pedagogical and content changes in the discipline;
12. Various professional development activities;
13. Applying for competitive internal funding sources;
14. Applying for external (RM-CESU, NSF, NASA, ESRI, DOE, etc.) funding sources or other financial possibilities to improve physical and/or instructional resources (computer, software, laboratory, supplies, equipment, facilities, etc.) for the EAS Department, or to support scholarly research activities;
15. Authorship of industrial or technical reports.

SERVICE

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

Meets Standards

Faculty will demonstrate that they have made significant contributions in service to the Program, Department, College, University, within their discipline, and/or community. These contributions must be ongoing and relevant. It is expected that service activities are substantial and meaningful, not necessarily spread thinly among numerous activities. Examples of service activities that meet standards include but are not limited to the following:

- Participating in Department, College, University or Campus wide committees;
- Chairing Department, College, University, or Campus wide committees;
- Positions of responsibility (e.g., Director, Treasurer, Secretary) in committees of professional organizations;
- Positions of leadership in local, regional, or national boards;
- Membership in advisory boards or special committees of professional journals or organizations;
- Contributions to the evaluation and redesign of departmental curriculum;
- Reviewer of grants;
- Peer-reviewer of submissions to scholarly journals or serving as journal editor;
- Editing a book or book chapter, translating a book, or publishing a review of a book or book chapter;
- Volunteering for local schools or community events;
- Giving guest presentations;

- Serving as a faculty sponsor for a club/organization;
- Developing networking connections with research institutions;
- Developing networking connections with community colleges, high schools, and other academic institutions;
- Organizing/co-organizing or chairing/co-chairing a conference session;
- Participation in organizations that relate to field of expertise;
- Evaluating scholarship applications or providing documentation for nominating students for awards;
- Student academic and professional mentoring, beyond what can be accomplished during regular office hours;
- Participation in program assessment by providing data and/or analysis of results;
- Contributing to program review by contributing to 2-year reports and any 7-year program reviews during the evaluation period;
- Some important service does not fall within an official committee because it might be individual work, and faculty are encouraged to add these additional responsibilities to their annotated CV and/or narrative.

EVAULATION STANDARDS FOR EMERITUS STATUS

The EAS Department will consider recommending emeritus status for a retiring faculty member who:

1. Has completed ten years or more of full-time service to the University;
2. Has been nominated by a faculty member of the department; and
3. Has a distinguished record of serving the students and the University as exemplified by one or more of excellence in teaching, scholarly contributions, length of time as a member of the university community, and service to the department, College, University and academic community.

Nominations for emeritus status must be approved by a majority vote of the tenured faculty.

EVAULATION STANDARDS FOR LECTURER AND SENIOR LECTURER FACULTY

OVERVIEW

Lecturer and Senior Lecturer 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. Lecturer and Senior Lecturer faculty are hired most often to teach full-time under contracts of a duration from one to three years. Lecturer and Senior Lecturer faculty are eligible for reappointment at the discretion of the Dean and Department Chair, respectively. Decisions to reappoint are based upon the needs of the Department or program; they take into consideration the candidate's performance.
Performance evaluation also serves to foster improvement among Lecturer and Senior Lecturer faculty members.

GUIDELINES FOR LECTURER AND SENIOR LECTURER FACULTY

Any Lecturer or Senior Lecturer faculty member who wishes to be reappointed will undergo a review by submitting a Portfolio to the Department Chair. Lecturers are expected to follow the Academic Policies and Procedures as described in the MSU Denver Catalog as well as General University Policies described online.

REAPPOINTMENT AND PROMOTION

OVERVIEW

The process for reappointment and/or promotion of Lecturers and Senior Lecturers will include the following:

1. The Department Chair will evaluate the Portfolio and write a letter – not to exceed two pages – recommending retention or non-retention to the Dean.
2. The Dean will evaluate the Portfolio and the Department Chair's recommendation, and determine if the lecturer member should be reappointed.
3. If either the Department Chair or the Dean recommends non-retention, the Portfolio and recommendations will be submitted to the Provost for a final decision regarding retention. All letters and decisions will become part of the Lecturer or Senior Lecturer faculty member's Portfolio and will be submitted in accordance with the Academic Calendar.

If applying for promotion to Senior Lecturer, the Lecturer Faculty member must meet the conditions for promotion to Senior Lecturer established in the *Faculty Employment Handbook (FEH)*.

Lecturers are eligible for promotion to Senior Lecturer in the EAS Department if:

1. They are in an ongoing appointment.
2. They have a total of six years or more as a Tenure-line/Tenure-track or Lecturer faculty member at MSU Denver. At least three of the six years must have been consecutive and at least one of the six years must have been within 18 months of the senior lecturer appointment.
3. They have taught at least three different EAS courses, including an upper division EAS course.

Recommendations for the promotion of an eligible Lecturer to Senior Lecturer will be based on the faculty member's contributions to the department and our students, emphasizing high quality teaching performance.

PORTFOLIO SUBMISSION

Portfolios will be submitted using Watermark FS (or the equivalent Portfolio Management Tool) in accordance with the Academic Calendar. When portfolios are submitted to the first level of review as indicated on the Procedural Calendar, no additional materials may be updated or submitted after this deadline. Portfolios must include the following items.

1. Cover Sheet
    a. The cover sheet is published by the Office of the Provost via Watermark and is to be used to

record recommendations for/against reappointment, promotion, or multiyear contracts.

2. Narrative
    a. If seeking promotion to Senior Lecturer, it should be noted in the first sentence of the narrative;
    b. The narrative is a 1–2-page statement that addresses the following:
        i. A description of how the faculty member has met expectations for assigned duties and duties responsibilities including:
            1. How courses are designed to meet Student Learning Outcomes and other material on the Regular course syllabus;
            2. How courses are updated to include current knowledge;
            3. How student learning is assessed;
            4. How student learning assessment results are used to improve their courses; and
            5. How any teaching concerns that may be evident from SRIs or Chair Observations are being addressed.
        ii. A reflective self-assessment that highlights accomplishments;
        iii. Any other relevant information that shows contributions to the mission of the Department of Earth and Atmospheric Sciences and University.
3. An Annotated Curriculum Vitae that reflects the faculty's professional experience.
4. Teaching Agreements
    a. Lecturers have a primary responsibility to be good teachers; this should be reflected in the Student Ratings of Instruction (SRI). SRIs must be administered consistent with the practice for all faculty as outlined in the *FEH* and must be included in the Portfolio. SRIs have six categories of rating that include Very Poor (1), Poor (2), Fair (3), Good (4), Very Good (5), and Excellent (6). However, SRI scores should never be used as the sole indicator of teaching quality. Factors such as course difficulty, course level, required versus elective courses, General Studies versus major courses, online versus on-campus courses, student biases, etc. will be used to interpret the student ratings and evaluations. Any trends of low scores should be addressed in the portfolio narrative, which should also adequately address plans for continued improvement.
    b. Reduced Teaching Load agreements that specify specific duties as well as evaluations of performance by a supervisor should be included that encompass the work completed during this time.
5. Observation by the Department Chair:
    a. All Lecturer and Senior Lecturer faculty will be observed, at a minimum, once in the first year of their employment as a Lecturer and Senior Lecturer faculty member.
    b. Following the first year of employment, subsequent chair observation(s) will be required if there are indications that they are needed or at a minimum once per contract. If a faculty member is applying for promotion to Senior Lecturer, a chair observation within the last academic year must be provided.

6. Course Material Examples must be included to show how an instructor's individual course syllabus relates to the Regular course syllabus in terms of measurable Student Learning Outcomes, course content, and evaluation of student performance.
7. Course Assessment Examples that indicate contributions to EAS Program assessment and/or General Studies assessment as requested by the Department Chair.
8. Any other evidence of teaching excellence should also be included in the Portfolio.
9. Any evidence of advising, scholarly activities, or service activities that extend beyond the responsibilities of a Lecturer or Senior Lecturer faculty member may be included in the Portfolio, with the understanding that such activities are not required, nor expected, nor necessary for appointment or reappointment to Lecturer or Senior Lecturer.

TEACHING

Teaching is the act of creating and maintaining an environment that enhances the opportunities for student learning and discipline-related growth. Effective teachers display knowledge of their subject matters in the relevant learning environment (classroom, on-line, hybrid, fieldwork, etc.), which typically includes the skills, competencies, and knowledge in a specific subject area in which the faculty member has received advanced experience, training, or education.

The standard teaching load is defined as 30 credit hours per year for Lecturers and Senior Lecturers, or 15 credit hours per semester (Fall/Spring) when on a one-semester contract. Teaching includes course work and office hours directly related to course work. Thus, 100% of Lecturer or Senior Lecturer time will be devoted to teaching, and 100% of the evaluation of Lecturer and Senior Lecturer faculty is to be weighed on teaching, unless an adjusted workload has been negotiated per the *Faculty Employment Handbook*.

Meets Standards

In general, the faculty member has shown dedication to teaching excellence. Some examples are provided below.

1. Each course taught is kept current. Examples may include incorporation of items such as, but not limited to, up-to-date instructional materials, new texts and references, low- or no-cost instructional materials (e.g., OER), appropriate computer and laboratory technology, and the results of course and/or General Studies assessment results.
2. The narrative describes how courses are designed and delivered using multiple approaches to facilitate and assess student learning. For all sections taught, the candidate designed their course with intentional alignment between assignments, activities, and experiences in accordance with the course specific student behavioral learning outcomes. Student evaluation of performance is aligned with the official curriculum for the course.
3. The faculty member uses Canvas for lecture and lab courses to disseminate the course syllabus and university and college policies. Expectations for student learning and performance and how grades are determined are clearly communicated in syllabi and/or in Canvas.
4. The faculty provides students with timely feedback on assessments/learning.
5. Faculty take student feedback into consideration when adjusting their teaching. The narrative should move beyond the quantitative listing of courses taught, students enrolled, and Student Ratings of Instruction (SRI) scores. The candidate may use these metrics broadly to point to overarching themes and trends, but SRI scores should never be used as the only indicator of effective teaching. The narrative should also address any consistent trends of low SRI scores.
6. Chair observation addresses strong pedagogy to facilitate student learning.

7. The faculty member makes appropriate accommodations for students with disabilities.
8. The faculty member provides timely responses to requests regarding student performance (e.g., Early Alerts, athletics, student participation prior to Census, etc.).
9. The faculty member maintains weekly office hours in accordance with the *FEH*, i.e., 20 minutes of office hours per (1) week per credit hour taught. For Lecturers and Senior Lecturers, office hours will be used primarily for course-related student interactions. Lecturers and Senior Lecturers are not expected to engage in broader curricular, disciplinary, or career advising.

LECTURER OR SENIOR LECTURER DISMISAL DUE TO FAILURE TO MEET EXPECTATIONS

In the event that a Lecturer or Senior Lecturer is dismissed due to failure to meet expectations as per these guidelines as determined by the Department Chair and/or the Dean, the Full-Time Faculty (including Tenure-Line, Lecturers, and Senior Lecturers) of the Department may draft a letter of support for the retention of the Lecturer or Senior Lecturer to be delivered to the Dean.

EXPECTATIONS FOR ADJUNCT/AFFILIATE FACULTY (Part-time faculty)

OVERVIEW

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

EXPECTATIONS FOR ADJUNCT FACULTY

EAS Adjunct faculty are expected to meet the following criteria:

1. Display knowledge in subject matter.
2. Use Canvas for lecture and lab courses to disseminate the course syllabus and university and college policies. Expectations for student learning and performance and how grades are determined are clearly communicated in syllabi and/or in Canvas.
3. Present and assess content that covers approved Student Behavioral Learning Objectives for the course.
4. Maintain a high-quality classroom (or online) environment as demonstrated through clear course delivery, content, and design.
5. Include activities and/or assignments that provide relevant application of course material.
6. Provide students with timely feedback on assessments/learning.
7. Be on time for class.
8. Make appropriate accommodations for students with disabilities, per instructions from the MSU Denver Access Center.
9. Provide timely responses to requests regarding student performance (e.g., Early Alerts, athletics, student participation prior to Census, etc.).
10. Abide by the Academic Policies and Procedures as described in the MSU Denver Catalog as well as General University Policies described online, including FERPA. For example, contact hours adhere to university requirements (i.e., 16 weeks of instructional contact, regardless of teaching modality), the adjunct faculty member regularly checks and uses their university email as a means of communication, and classes are not cancelled on a regular basis.
11. Receive Student Ratings of Instruction (SRIs) scores that do not raise any concerns. Additionally, faculty do not have regular student complaints made to the Department Chair.
12. Have DFW (Grade of D, F or Withdrawal) rates that do not raise concerns.

At any time, a classroom observation may be requested by the Department Chair, and are encouraged for new Adjunct faculty.

APPENDIX A: STATEMENT ON SCHOLARLY INTEGRITY IN PUBLISHING

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

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

Does the journal:

- List an editorial board?
- Contain instructions to authors that refer to a peer review process?
- Publish articles that offer new theories, report primary results of research in an academic field, or summarize previous research?

If you answer "Yes" to these questions, the chances are good that it is a scholarly journal.

Authorship: It is the responsibility of everyone whose name is listed as an "author" to attest:

- Their bona fide contribution to the work
- Support of the research and conclusions
- Working knowledge of the project or ideas described
- Their position in the list of co-authors as an accurate representation of their contribution to the project (unless the journal specifies that authors are listed alphabetically).

Additional sources are helpful in identifying issues related to publication integrity, including ethical considerations concerning overlapping publications[1].

Overlapping Publications: Overlapping publications are not to be considered as separate peer-reviewed publications. Acceptable Secondary Publications, while not considered as a separate peer-reviewed publication, do meet integrity standards.

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

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

[1] International Committee of Medical Journal Editors, 2025. "Overlapping Publications", Accessed: February 21, 2025. https://www.icmje.org/recommendations/browse/publishing-and-editorial-issues/overlapping-publications.html

that has been submitted or accepted for publication elsewhere, the letter of submission should clearly say so and the authors should provide copies of the related material to help the editor decide how to handle the submission.

Acceptable Secondary Publications: Secondary publication of material published in other journals or online may be justifiable and beneficial, especially when intended to disseminate important information to the widest possible audience (e.g., guidelines produced by government agencies and professional organizations in the same or a different language).

Secondary publication for various other reasons may also be justifiable provided that some relevant combination of the following conditions are met:

i. The authors have received approval from the editors of both journals (the editor concerned with secondary publication must have access to the primary version).

ii. The priority of the primary publication is respected by a publication interval negotiated by both editors with the authors.

iii. The paper for secondary publication is intended for a different group of readers; an abbreviated version could be sufficient.

iv. The secondary version faithfully reflects the data and interpretations of the primary version.

v. The secondary version informs readers, peers, and documenting agencies that the paper has been published in whole or in part elsewhere—for example, with a note that might read, "This article is based on a study first reported in the [journal title, with full reference]"—and the secondary version cites the primary reference.