MSU DENVER COLLEGE OF LETTERS, ARTS AND SCIENCES

Department of English

Faculty Evaluation Guidelines

Effective

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Approvals:

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Dean: Date: 2/27/2026

Provost: Date:

Department of English

Retention / Tenure / Promotion Guidelines
Post-Tenure Review Guidelines

University Guidance

General Standards of Performance for Faculty – College of Letters, Arts and Sciences

Defining Faculty Work: Values and Guiding Principles

Faculty work remains rooted in the essential roles of instructor, scholar, and engaged campus and community partner. These values continue to shape professional identity and guide the expectations of faculty members as they respond to evolving educational demands and societal needs.

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***. Departments establish discipline-specific standards for teaching; research, scholarship, creative work; and service. These standards reflect the diverse roles faculty play as instructors, scholars, and engaged community partners, and are governed by a comprehensive peer review 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 and Pedagogy

Faculty in the Department of English at MSU Denver value teaching as a reflective process that shapes their professional identity. Teaching provides the foundation for deep disciplinary knowledge. 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, faculty strive to include, but are not limited to, several of the following goals and principles in their teaching:

- Designing well-structured courses that align learning outcomes for the course, degree, program, and general studies categories where applicable.

- Demonstrating content expertise with an engaged teaching style that fosters intellectual curiosity and critical inquiry.
- Creating clear linkages between content, relevance, application, and practice, enabling students to connect theoretical knowledge to real-world applications.
- Ensuring that assignments, activities, and experiences are intentionally aligned with the course's learning objectives.
- Incorporating evidence-based and high-impact teaching practices when effective and appropriate.
- Fostering intellectual competencies and essential skills within and across disciplinary boundaries.
- Expanding disciplinary perspectives to include diverse voices, historically minoritized groups, anti-racist pedagogies, and addressing the absence of marginalized populations in traditionally homogenized fields.
- Modernizing pedagogy with a focus on equity-centered practices, integrating new and accessible technology, offering low- and no-cost educational materials (e.g., OER), and adapting delivery methods to meet student needs.
- Providing effective academic guidance and mentorship through regular, consistent office hours and opportunities for informal student interactions (e.g., hallway conversations, before and after class meetings, separate appointments, etc.).

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

Scholarly Activities
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 include 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 align with the mission, vision, and principles of the institution, college, or department.

The RSCW narrative portion of the Promotion, Retention, Tenure, and Post-Tenure review should 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.

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.

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.

General Standards of Performance for Faculty-University Faculty Handbook

University policies are in the Faculty Employment Handbook, the catalog and on the policy website. College policies are under the purview of the Dean in consultation with the academic department Chairs. Departmental policies are established by the Chair in consultation with the Dean and their Faculty.

https://www.msudenver.edu/faculty-affairs/faculty-employment-handbook/
https://www.msudenver.edu/catalog/
https://www.msudenver.edu/policy/policy%20library/

English Department
Evaluation Guidelines, 2026-2027

Department Mission Statement

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

The English Department provides students from across the university with courses that fulfill the General Studies requirement in Written Communication as well as courses that meet the General Studies requirement in Arts and Humanities including some Global Diversity courses. Thus, in keeping with the liberal arts tradition of general education, the Department promotes both the basic intellectual skills of critical reading and writing and the kind of understanding of the human condition that comes from the experience and appreciation of literature and cinema.

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

Faculty work is framed by a commitment to excellence in teaching, research, and service, anchored by the guiding principles of shared governance and engagement with the broader community. In alignment with institutional goals, the department aims to meet the evolving needs of students through an inclusive curriculum and the pursuit of interdisciplinary collaboration.

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

Preamble

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

As faculty are preparing their review portfolios, and the Department Committees are reviewing them, they are encouraged to consult the Faculty Employment Handbook and the Procedural Calendar, making a note of applicable deadlines for their particular type of submission, and confirm with the Provost's Office the parameters of the period under review. The Faculty Employment Handbook, the Procedural Calendar, and the Guidebook for Portfolio Preparation may be accessed via MSU Denver's Faculty Resources page: https://www.msudenver.edu/faculty-affairs/faculty-resources/.

In accordance with the Faculty Employment Handbook (Section II.3.d), projects and tasks completed or undertaken on reassigned time will be evaluated in accordance with the three areas of performance delineated below as appropriate, e.g., service activities for which the faculty member received reassigned time will be evaluated as Service. The minimum expectations for one or more of the three areas of

professional activity may require adjustment to account for reassigned time, e.g., an increase in the time dedicated to scholarly activities beyond the fraction associated with a standard workload will likely result in increased minimum expectations in that area. Any adjustment of expectations will be determined in consultation with the Chair and RTP/PTR committee before the new workload arrangement commences.

"Shared Governance" is defined here as participation in decision-making processes that assist the department, school, or university in achieving excellence and developing policies, proposals, and other matters of significance, including strategic planning, to achieve the mission of the department, school, and/or university.

In light of the differentiated student body, faculty are encouraged to actively engage in diversity, equity, and inclusion initiatives that enhance the learning experience for all students. Please refer to the College of Letters, Arts and Sciences Diversity, Equity, and Inclusion Statement for further guidance: https://www.msudenver.edu/letters-arts-sciences/diversity/.

TEACHING

From the current Faculty Employment Handbook:
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).

SCHOLARLY ACTIVITIES

From the current Faculty Employment Handbook:
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 5 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.

SERVICE

From the current Faculty Employment Handbook:
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):
• 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

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.

CAT I Faculty

Professional Responsibilities

I. In accordance with the academic calendar, Cat I faculty shall perform responsibilities specified in the Faculty Employment Handbook, Section II 'CATEGORY I FACULTY – POLICIES &

PROCEDURES', and adhere to accepted standards of professional conduct, including: the conduct of assigned classes; providing the Chair with timely notice in the event they cannot conduct a class (or classes); and arranging when possible for instruction to be provided when they cannot be present—either by a substitute or by a class assignment.

II. Faculty shall present to all students attending class a course description, class schedule, grading criteria, and special notices required by law or institutional policy (ADA statement, for example).

III. Faculty shall adopt such procedures as necessary to assure that adequate and accurate records of student performance, and attendance if mandated by the syllabus, are maintained.

IV. Faculty shall meet departmental office hour expectations in accordance with the Faculty Employment Handbook and in support of student success in all courses.

V. Faculty members shall prepare for classes, evaluate students' performance, confer with and advise students, and participate in committee work, professional development, service, and other appropriate professional activities.

Additionally, faculty are encouraged to engage in ongoing professional development activities that enhance their teaching effectiveness and contribute to the broader goals of diversity, equity, and inclusion within the academic environment.

English Department Guidelines for Tenure and Promotion to Associate Professor or Promotion to Full Professor and Post-Tenure Review

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

TEACHING

The English Department endorses the definition of teaching and pedagogy in the CLAS document 'Defining Faculty Work: Values and Guiding Principle' (2022):

'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.'

High-quality teaching is central to English faculty's professional activity. For the purposes of tenure and/or promotion applications and post-tenure review, requirements for teaching effectiveness will be assessed by evidence of content expertise, instructional effectiveness and creativity, and course management. More specifically, faculty meet standards in teaching by:

- Maintaining an effective classroom environment with course content and pedagogies that meet the needs of MSU Denver's diverse student body.
- Regularly updating and modifying courses to ensure currency.
- Integrating scholarly activities in teaching and/or contributing new pedagogical strategies or curricular work.
- Creating opportunities for high-impact practices, career connections, and anti-oppressive initiatives.
- Engaging in the effective and timely evaluation of individual students and their work.

Faculty will produce a self-assessment of teaching, referencing items in the vitae and appropriate reviews of faculty performance. Areas addressed in the self-assessment and by the supporting

materials, where appropriate, may include, but are not limited to, one or more of the following:

- Peer observation reports.
- Class summary sheets of Student Reviews of Instruction (SRIs). It is acknowledged that
- SRIs may be subject to gender- and race-based biases and mitigating factors, such as low response rates below 40%, may be considered in evaluation decisions.
- Syllabi and samples of other teaching materials developed by the faculty member for use in existing and new courses. Such materials may demonstrate innovation, improvement in methodology, and/or integration and synthesis of subject matters.
- Awards and other recognitions of exceptional teaching performance.
- Unsolicited letters, and/or letters from former students solicited by the department chair and/or peer reviewers. Letters must not be solicited from current students.
- Evidence of curriculum development.
- Evidence of significant independent scholarly work with students, student organization work related to teaching, and other work outside the classroom related to teaching.
- Evidence of professional development activities in support of teaching.
- Evidence of grant activities in support of teaching.
- Evidence of committee work directly related to teaching.
- Evidence of membership in and work with professional organizations directly related to teaching, including presentations.

NB. Faculty are not expected to provide examples for all of the items listed here to evidence teaching effectiveness; a selection will suffice. Innovative practices that did not yield the desired results may be as important to include as those that were highly successful because of the insight they can provide.

SCHOLARLY AND CREATIVE ACTIVITY

The English Department endorses the following statement in the CLAS document 'Defining Faculty Work: Values and Guiding Principle' (2022): "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." The following guidelines are informed by and reflect this overarching vision of Research, Scholarship, and Creative Work (RSCW) as well as Section 3.b of the *Faculty Employment Handbook*.

In order to meet the minimum RSCW requirements **for tenure and promotion to the rank of Associate Professor, or for promotion to the rank of Full Professor**, faculty must evidence:

• the publication or formal acceptance for publication of three items from Category A and the completion of one item from Category C;
OR
• the publication or formal acceptance for publication of four items from Category A;
OR
• the publication of one item from Category B and the publication or formal acceptance for publication of one item from Category A or B or the completion of one item from Category C.

NB. For the purposes of tenure and promotion to Associate Professor, the Department expects RSCW activity to have primarily occurred in the specialist field(s) connected to the specific departmental area(s) into which the faculty member was appointed.

Guidelines for Post-Tenure Review

In order to meet the minimum RSCW standards in a post-tenure review, faculty must evidence:

• the publication or formal acceptance for publication of one item from Category A and the completion of one item from Category C;
OR
• the publication or formal acceptance for publication of two items from Category A;
OR
• the publication of one item from Category B.

RSCW Activity for Faculty Review Purposes

Note: For items not listed in the following categories of RSCW activity, the faculty member has the responsibility of demonstrating the comparability/equivalence. Scholarship in Teaching and Learning and in Community-Based Research is considered to be equivalent to discipline-specific RSCW activity. Publication may occur in print or online.

CATEGORY A:

1. an article written for a scholarly or professional audience in a peer-reviewed or an editor-reviewed journal (approx. 3,000 words or more);
2. a book chapter in an edited collection published by a nationally recognized publisher;
3. two scholarly notes or equivalent in a peer-reviewed or editor-reviewed journal;
4. the publication or commission by a nationally-recognized publisher or literary journal of
   a. one short story;
   b. three flash or poetry pieces;
   c. one short playscript (a production of the play or acceptance of the script by a producer);
   d. one short screenplay.
5. A digital scholarly-informed project that is of an equivalent length and scope to a scholarly paper and has undergone post-publication peer review;
6. A special journal issue edited by the faculty member;
7. A revision of a textbook for a new edition that results in the development of at least 20% new material;
8. A successful grant application to an external funding body for $5,000 or more.

CATEGORY B:

1. A critical book-length study;
2. A textbook;
3. A book-length translation with a critical introduction;
4. A book-length collection of essays or creative works edited or co-edited (maximum two editors) by the faculty member, to which they contributed a (co-authored) introduction and their own original chapter or creative work.
5. A novel;
6. A book-length collection of short stories;
7. A chapbook of poems (15 or more poems);
8. A full-length playscript;
9. A full-length screenplay (sold as an option is sufficient).

NB. Contributions in Category B must have been published by a nationally recognized publisher or have been commissioned by or sold to a production company. Items in Category B may be single- or co-authored.

One item in Category B is the equivalent of three items in Category A. For all Category B items, the faculty member must evidence that a full manuscript has been submitted, reviewed, and firmly accepted for publication.

CATEGORY C:

1. Peer-reviewed or invited presentations of the faculty's work (scholarly or creative) at a regional, national or international scholarly or professional event (e.g., scholarly conference, professional development workshop, etc.);
2. Organization and chairing of panels at scholarly/professional events;
3. Peer reviewer for scholarly/professional publishers and journals;
4. Faculty adviser to an external body;
5. Community engagement and outreach activities informed by the faculty member's RSCW expertise;
6. Non-peer-reviewed publications for non-specialist readerships that draw on the faculty member's RSCW expertise.

SERVICE

The English Department endorses the definition of service in the CLAS document 'Defining Faculty Work: Values and Guiding Principle' (2022):

'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.'

Guidelines for Tenure and Promotion to Associate Professor

In order to meet the minimum requirements for tenure and promotion to Associate Professor, faculty must evidence:

• Continuous and active membership on one departmental subdiscipline committee for the duration of the tenure track, or the equivalent, in negotiation with ***the*** department chair.
AND
• Active membership on at least two additional departmental committees, one of which must not be a subdiscipline committee;
OR
• Active membership on at least one additional departmental committee, excluding subdiscipline committees, and one college or university committee, or Faculty Senate with subcommittee service.
OR
• Active membership on at least one additional departmental committee, excluding subdiscipline

committees, and a pattern of (unpaid) service in the community that is either discipline-related or related to the mission of MSU Denver or service in an external professional association.

NB The candidate should be able to demonstrate that they do more than attend meetings through significant activity that demonstrates shared governance. For example, members can contribute by keeping minutes, writing committee reports and letters, organizing and communicating meetings, preparing sub-committee reports, or acting as committee chair or assistant chair. Additional examples include student-facing service such as working with student clubs, student events, student coaching, student mentorship, and promotion of student achievement; serving as a member of a search committee, serving on a curriculum committee, an administrative task force such as assessment planning and reviewing for general studies or program-level assessment, or serving on ad hoc committees convened to explore a specific issue.

Guidelines for Promotion to Full Professor

In order to meet the minimum requirements for promotion to Full Professor, faculty must evidence:

• Continuous and active membership on one departmental subdiscipline committee for the duration of the review period, or the equivalent, in negotiation with the department chair.
AND
• Active membership on at least one additional departmental committee, excluding subdiscipline committees, and one college or university committee, or Faculty Senate with subcommittee service.
AND
• Leadership by chairing a committee or acting as a faculty adviser to a student organization or community group for at least two academic years or by holding a leadership position in an external professional organization within the same period.

Guidelines for Post-Tenure Review

Active membership on at least two departmental committees, one of which must not be a subdiscipline committee, with significant activity that demonstrates shared governance at the department level.

Alternatively, with the agreement of the Chair, one committee membership may fall outside of the department. Examples of service include student-facing activities such as working with student clubs, student events, student coaching, student mentorship, and promotion of student achievement; serving as a member of a search committee, serving on a curriculum committee, an administrative task force such as assessment planning and reviewing for general studies or program-level assessment, or serving on ad hoc committees convened to explore a specific issue.

CAT II Guidelines

Professional Responsibilities

In accordance with the academic calendar, Category II faculty shall perform responsibilities specified in the Faculty Employment Handbook, Section III ‘Category II Faculty and Category III (Affiliate) Faculty – Policies and Procedures’.
Responsibilities:

I. Faculty shall perform teaching and service responsibilities specified in the Handbook (in accordance with the academic calendar) and adhere to accepted standards of professional conduct, including: the conduct of assigned classes and assigned service tasks; providing the front office with timely notice in the event they cannot conduct a class (or classes); and shall

arrange when possible, for instruction to be provided when they cannot be present—either by a substitute or by a class assignment.

II. Faculty shall present to all students attending class a course description, class schedule, grading criteria, and special notices required by law or institutional policy (ADA statement, for example).

III. Faculty shall adopt such procedures as necessary to assure that adequate and accurate records of student performance (e.g., a gradebook on Canvas), and attendance if mandated by the syllabus, are maintained.

IV. Faculty shall meet departmental office hour expectations in accordance with the Faculty Employment Handbook and in support of student success in all courses. Faculty members shall prepare for classes, evaluate students' performance, and confer with and advise students.

V. Faculty shall actively participate in the work of one departmental committee, attend department meetings, and complete one additional service task per academic year. The Chair may assign a specific service task to meet departmental needs.

VI. Unless formally assigned, RSCW pursuits are not required or expected. Nevertheless, any such activities may be included in any re-appointment, promotion, or multi-year contract documents.

VII. A class observation is required by the Handbook during the first year for reappointment to the next year.

NB. Examples of the additional service task include but are not limited to: a second committee membership at the department, college, or university level; a service task in First Year Writing such as placement scoring; the organization of a colloquium; mentorship of new CAT II or CAT III faculty; acting as a departmental reviewer of scholarship applications or CW contest submissions; participation in learning communities for professional development purposes (to be agreed with the Chair).

Reappointment: Courses are kept current through review of instructional resources and addition of new materials, as appropriate. Expectations for student learning and performance are clearly communicated in syllabi and the faculty member uses student learning objectives/outcomes as one means to facilitate student learning and assessment. The faculty member uses their professional expertise, along with course and/or program assessment results, as available, to improve courses. The faculty member evidences the effectiveness of their teaching through a self-assessment that may address areas including, but not limited to, one or more of the following:

- Peer observation reports.
- Class summary sheets of Student Reviews of Instruction (SRIs). It is acknowledged that SRIs may be subject to gender- and race-based biases and mitigating factors, such as low response rates below 40%, may be considered in evaluation decisions.
- Syllabi and samples of other teaching materials developed by the faculty member for use in existing and new courses. Such materials may demonstrate innovation, improvement in methodology, and/or integration and synthesis of subject matters.
- Awards and other recognitions of exceptional teaching performance.
- Unsolicited letters, and/or letters from former students solicited by the department chair and/or peer reviewers. Letters must not be solicited from current students.
- Evidence of significant independent scholarly work with students, student organization work related to teaching, and other work outside the classroom related to teaching.
- Evidence of professional development activities in support of teaching.
- Evidence of committee work directly related to teaching.

NB. Faculty are not expected to provide examples for all of the items listed here to evidence teaching effectiveness; a small selection will likely suffice. Innovative practices that did not yield the desired results may be as important to include as those that were highly successful because of the insight they can provide.

With regard to service, the faculty member should be able to demonstrate that they do more than

attend meetings through significant activity that demonstrates shared governance. Any re-assigned time for RSCW pursuits or administrative activity is addressed in the narrative with an explanation of its merit and evidence of its effectiveness.

Senior Lecturer: The faculty member has at least six years, as defined in the Handbook, of teaching. The faculty member has a record of effective teaching and service as appropriate to the member's particular discipline and departmental needs. Teaching effectiveness will be addressed and evidenced in a self-assessment that follows the guidelines for reappointment. Any re-assigned time is addressed in the narrative with an explanation of its merit and evidence of its effectiveness. Applicants for Senior Lecturer status should demonstrate further achievements with two or more of the following:

- Creation of new curriculum or significant revisions of existing curriculum (in alignment with departmental needs and curriculum priorities).
- Regular participation in a departmental subdiscipline committee.
- Effective completion of specific service tasks.
- Recognition of professional or scholarly achievement.
- Mentorship of new Category II faculty and/or Category III faculty.
- Serving on search committees.

Multi-year Contract: Depending on departmental needs, a faculty member may apply for a multi-year contract of two to three years after the faculty member has completed three years of full-time service as a Category II member of the Department. The availability of a multi-year contract may be contingent on position description/hiring line number. The multi-year contract application, which should not be submitted before a meeting with the Chair to discuss departmental needs, shall consist of a letter and vita, and may additionally include a self-assessment of teaching effectiveness and previous re-appointment reviews. The decision to extend a multi-year contract will be made among the Department Chair (for FYW positions, after consulting the Director of FYW) and the Dean of Letters, Arts, and Sciences.

CAT III Guidelines

Professional Responsibilities

In accordance with the academic calendar, Category III faculty shall perform responsibilities specified in the Faculty Employment Handbook (2022), Section III 'Category II Faculty and Category III (Affiliate) Faculty – Policies and Procedures'.

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

Reappointment: Reappointment is based on these guidelines and departmental need.

- Courses are kept current through review of instructional resources and compliance with changing departmental syllabi, as appropriate.
- Expectations for student learning and performance are clearly communicated in syllabi, and the faculty member uses student learning objectives/outcomes as one means to facilitate student learning.
- The faculty member uses professional expertise, along with course and/or program assessment results, as available, to improve courses.
- Faculty members communicate regularly with their students via email and respond promptly to emails from students, office staff, the Director of First Year Writing, and the Department Chair.

Adjunct Faculty Observation Policy English Department MSU Denver:

1. Members of the First-Year Writing Committee, including the Director of First-Year Writing, will observe Affiliate First Year Writing Faculty. The Department Chair or their Designee will observe Affiliate faculty teaching program courses.
2. Evaluations will be formative, and reports will be discussed with the Affiliate Faculty member.
3. New affiliate faculty members will be observed once in their first year of teaching for the department.
4. Continuing affiliate faculty members will be observed at least once every three years, with two exceptions: a. The affiliate faculty member requests more frequent observations;
   b. The affiliate faculty member is not meeting guidelines, contractual obligations, or professional standards as determined by the Director of First-Year Writing or the English Department Chair.

Guidelines for Emeritus Faculty Status

To be considered for emeritus status, the department of English adheres to the requirements delineated in the Faculty Employment Handbook.

The benefits for an Emeritus Faculty member are outlined in the Faculty Employment Handbook.