MSU DENVER COLLEGE OF LETTERS, ARTS AND SCIENCES

Department of Physics

Faculty Evaluation Guidelines

Effective

August 1, 2026

Physics Faculty Vote on Revisions, _4__For _0__Against __Abstain

Approvals:

Department Chair: James Dove Date: 27-JAN-2026

Dean: Date: 2/27/2026

Provost: Date:

MSU DENVER College of Letters, Arts and Sciences

DEFINING FACULTY WORK: VALUES AND GUIDING PRINCIPLES

Faculty work comprises many intersecting roles, chief among them instructor, scholar, and engaged campus & community partner. These roles have been a foundational standard for decades in higher education. However, as faculty respond to the changing needs and expectations of students, colleagues, and others, the nature of these roles has changed and continues to develop.

The College of Letters, Arts and Sciences (CLAS) is a large academic unit that houses the foundation of human knowledge (arts, humanities, and sciences). Furthermore, we value the diversity within our programs and the contributions of each department. As such, it is essential that we establish guiding principles and values that align with and recognize the many ways faculty meet obligations and expectations tied to their roles.

The process for evaluation and review continues to be established, upheld, and governed by the Faculty Employment Handbook. As stated in this handbook, and in accordance with AAUP Guidelines, departments establish discipline-specific standards for teaching; research, scholarship, creative work; and service. Those discipline-specific standards are the fundamental tools used for our peer review and evaluation process.

The guiding principles and values listed below are intended to provide an overarching and aspirational view for faculty work in CLAS. Departments should view their own standards through the lens of these shared values as they continue to develop and enhance their specific quantitative and qualitative disciplinary expectations for faculty work standards.

Teaching & Pedagogy

Faculty in the CLAS value teaching as an essential and 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 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
- 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.
- 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.

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 align 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 a majority 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. 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 neither always visible nor is it always tied to committees. When making service assignments department chairs should ensure 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.

Category I and Category II faculty undergoing review for the purposes of retention or reappointment, tenure, promotion or post-tenure review may select to be evaluated according to guidelines implemented since their most recent review.
Specifically:

- Tenure-track faculty applying for tenure may select to be evaluated according to guidelines in effect at the time of their hiring or any subsequent guidelines implemented prior to their tenure application.
- Tenured faculty applying for promotion to the rank of Professor may select to be evaluated according to the guidelines effective upon completion of their tenure review or any subsequent guidelines implemented prior to their promotion application.
- Tenured faculty applying for post-tenure review may select to be evaluated according to the guidelines effective upon completion of their most recent Tenure, promotion, or post- tenure review or any subsequent guidelines implemented prior to their post-tenure review application.
- Non-tenure track faculty may select to be evaluated according to guidelines in effect at the start of their contract term or any subsequent guidelines implemented prior to their reappointment application

Departmental Role and Mission Statement

Physics is fundamental to the study of natural phenomena, and the discoveries that physicists have made have had an immense impact on the world. Some knowledge of physics is an important component of being an educated person, and a deeper knowledge of physics is necessary for understanding other areas of study, e.g., engineering, aerospace science, and medical professions. MSU Denver's Physics program contributes to the general education, academic major, and professional preparation missions of the college.

The Physics program:

- offers coursework leading to either a B.S. or a B.A. in physics. Students preparing for work in industry or for graduate school are encouraged to earn a B.S. Students interested in teaching are encouraged to take a B.A. Experimental and computational options are offered for each degree.
- enables students to obtain a minor in physics.
- offers courses needed by students majoring in other areas such as engineering technology, chemistry, meteorology, and aerospace science.
- provides General Studies courses, including astronomy, for all MSU Denver students.
- prepares students for post-baccalaureate study in physics or in a profession, e.g., medicine, dentistry, engineering.

COLLEGE OF LETTERS, ARTS AND SCIENCES
General Standards of Performance for Faculty

To clarify expectations, the College of Letters, Arts and Sciences has established a set of General Standards of Performance for all faculty members within the College. Compliance with CLAS General Standards is a prerequisite to a satisfactory performance rating on faculty evaluations. 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. The General Standards of Performance for the Faculty in the College of Letters, Arts and Sciences are:

- Timely performance of responsibilities and other responsibilities as specified in the faculty member's contract, the Handbook, and in accordance with the academic and procedural calendars including submission of grades by the deadline established by the Registrar.
- Adherence to accepted standards of professional conduct as established by the Handbook and AAUP.
- Faculty are expected to be available by email or phone during their contractual period which for full time faculty is August 1 through May 30th, excluding when the campus is closed.
- Faculty shall be responsible for the conduct of assigned classes and submitting grades by the University deadline; shall provide the chair with timely notice in the event that they cannot conduct a class (or classes); and, pursuant to written departmental policy, shall arrange, when possible, for instruction to be provided when they cannot be present — either by a substitute or by class assignment.
- During the first week of class faculty shall present to all students attending class a syllabus containing the course description, their grading criteria, CLAS syllabus policies and special notices required by law or institutional policy.
- Faculty shall, as established by departmental policies, adopt such procedures as necessary to ensure that adequate and accurate records of student performance are maintained.
- Full-time faculty shall establish, post, and keep a minimum of four office hours weekly during each academic term of the regular academic year (assuming a full load of 12 credit hours).
- The normal teaching load for full-time faculty is 24 semester credit hours per academic year.
- In addition to teaching their classes, full-time faculty members shall prepare for classes, evaluate students' performance, confer with and advise students. Tenure-line faculty will participate in committee work, scholarly activities, service and other appropriate professional activities. Full-time faculty are expected to devote an average of at least 40 hours per week during the contract year to meeting their teaching and other obligations.
- Faculty shall keep syllabi and student records for all classes for one calendar year after the end of the semester in which the course was taught.
- Faculty shall respond to emails in a timely manner as established by their departmental policies.

TENURE AND PROMOTION TO ASSOCIATE PROFESSOR

Portfolios for Tenure and Promotion to Associate Professor

Faculty will submit a Portfolio for review, following the guidelines established in the Faculty Employment Handbook. The portfolio shall include:

- Cover Sheet
- Narrative Statement – the narrative statement should contain a reflective self-assessment that highlights accomplishments for each of the three categories (teaching, scholarly activities, and service).
- Annotated Curriculum Vitae listing comprehensive and detailed faculty work in the areas of performance. (An example of an annotated CV can be found in the Guidebook for Portfolio Preparation, published by the Office of the Provost.) Annotations should provide brief explication of scholarly work completed or in progress or of service contributions.
- Student Ratings of instruction as outlined in the Faculty Employment Handbook
- All Letters of Review from the previous tenure/promotion review, all Letters of Review from post-tenure reviews, and any responses to the above from the faculty member.
- Reassigned time reports and evaluations, when relevant, since most recent major review
- Any level of review may request relevant and official information not present in the faculty Portfolio to assist the evaluation process. Only Provost-approved requests constitute official and relevant information. Any additional Provost-approved materials must be addressed in the Letters of Review and supporting documents included as an appendix thereto.

EXPECTATIONS FOR TENURE AND PROMOTION TO ASSOCIATE PROFESSOR

In addition to meeting the contractual responsibilities defined in the Faculty Employment Handbook, candidates for tenure on a 'typical' percentage breakdown, defined as 60% effort in teaching, 20% effort in scholarship, and 20% effort in service, are expected – at a minimum – to meet the following criteria. Faculty with differentiated percentages for effort will have modified expectations that reflect those percentages, written and included in the review letter from the department chair.

EVALUATION STANDARDS FOR TEACHING

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

Effective teachers 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:

<u>Needs Improvement</u>: This rating simply means the faculty member has not accomplished the necessary activities to attain the "Meets Standards" rating.	**NEEDS IMPROVEMENT – TEACHING** During the tenure probationary period, the faculty member does not meet the criteria for "Meets Standards." During the period leading up to tenure review, the faculty member has made minimum progress towards becoming an effective teacher.
<u>Meets Standards</u>: This performance level demonstrates the minimum required accomplishments for a faculty member.	**MEETS STANDARDS – TEACHING** • Faculty member displays knowledge of their subject matter and employ effective teaching pedagogies in its delivery. When appropriate, faculty member uses professional expertise and ongoing scholarly activities to improve courses and enrich student learning. • Faculty member constructs 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. • Faculty member communicates information clearly, uses 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). • Faculty member inclusive pedagogies, which includes teaching practices that prioritize thoughtful and reflexive evidence-based learning approaches to empower student reasoning and critical thinking. • Each course is kept current through review of instructional resources and the regular addition of new materials, as appropriate. Faculty contributes to evaluation and redesign of departmental curriculum. All sources of feedback for a faculty member's teaching ensure the opportunity for continuous improvement and professional development. • Faculty member evaluates the 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. Assessment of general studies courses comply with departmental and university requirements. • Faculty member uses professional expertise and ongoing scholarly activities to improve courses and enrich student learning. • Faculty member regularly holds office hours (at least four hours/week, assuming a 12-credit hour load). Faculty member advises 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. • Faculty member writes reference letters for students seeking employment or admission to graduate school. • SRI evaluations are included in the portfolio for all classes having an enrollment of five or more students. portfolio narrative shows that the faculty member has read, reflected upon and addressed student comments contained in his or her SRI evaluations. • The faculty member advises students in the physics major and minor on program requirements as well as professional/specialized areas in physics, 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.

EVALUATION STANDARDS FOR SCHOLARLY ACTIVITIES

Scholarly and creative activities are disciplinary or interdisciplinary expressions or interpretations that develop ideas, frame questions, create new forms of representation, solve problems, or explore enduring questions.

GUIDELINES TO ACHIEVE TENURE

The tenure candidate must demonstrate in their portfolio narrative and annotated C.V. that they have engaged in substantive scholarly activity. Examples include, but are not limited to, the following: advancing knowledge through original research; interpreting knowledge within or across disciplines; enhancing knowledge of student learning and effective teaching. Scholarly activity can include activities in which the faculty member shares knowledge with members of the learned and professional communities.

<u>Needs Improvement</u>: This rating simply means the faculty member has not accomplished the necessary activities to attain the "Meets Standards" rating.	**NEEDS IMPROVEMENT – SCHOLARLY ACTIVITIES** During the tenure probationary period, the faculty member does not meet the criteria for "Meets Standards." During the period leading up to tenure review, the faculty member has made minimum progress towards a scholarly work or has not developed professionally.
<u>Meets Standards</u>: This performance level demonstrates the minimum required accomplishments for a faculty member.	**MEETS STANDARDS – SCHOLARLY ACTIVITIES** During the probationary period, the tenure candidate has shown consistent and substantive scholarly activity. The minimum activities should include: • One scholarly work accepted in a peer-reviewed reputable scientific journal **AND** • At least two of the following scholarly outcomes: ○ One scholarly work accepted in a peer-reviewed reputable scientific journal ○ Mentor at least one student in research that results in a student presentation at a local, regional, or national meeting ○ One or more grant applications submitted to an external agency ○ One or more presentations at a regional, national, or international professional

	academic meeting ○ Authoring and publishing a chapter for a textbook or a discipline-related book that is reviewed by peers and/or reputable editors ○ Authoring and publishing several ancillary course materials (through a recognized commercial publishing company or OER site), such as interactive media, software, or lab manuals ○ Significant consultation in the candidate's professional area to educational or professional groups at the local, regional, national, or international level.

EVALUATION STANDARDS FOR SERVICE ACTIVITIES

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

GUIDELINES TO ACHIEVE TENURE

The tenure candidate must demonstrate in their narrative that they have made significant contributions to shared governance in the department, college, and university. These contributions often take the form of significant committee work. The candidate should also document that they have used their disciplinary or professional expertise to contribute to their professional organizations or the community outside of the university.

<u>Needs Improvement</u>: This rating simply means the faculty member has not accomplished the necessary activities to attain the "Meets Standards" rating.	**NEEDS IMPROVEMENT -SERVICE** During the tenure probationary period, the faculty member does not meet the criteria for "Meets Standards". The faculty member has made minimum progress in the area of service to the Department, the College and/or the University, or the Outside Community.
<u>Meets Standards</u>: This performance level demonstrates the minimum required accomplishments for a faculty member.	**MEETS STANDARDS – SERVICE** During the tenure review period, the faculty member demonstrates he or she has made significant contributions in shared governance and other service to the Department, College and/or University and within their disciplinary organization(s) or contributions using their disciplinary expertise to the community outside of the University. Examples of service activities that meet standards might include, but are not limited to, the following: • Participating in Departmental committees of shared governance • Participating in College/University or Campus wide committees • Maintaining and/or enhancing

	teaching or research facilities for the Department, College and/or University • Membership in advisory boards of professional journals • Membership in special committees of professional organizations • Occasional reviewer for a national research grant funding institution • Occasional reviewer of submissions to professional journals • Membership in local, statewide or national community organizations that relate to field of expertise.

PROMOTION TO PROFESSOR

Portfolio for Promotion to Professor

Faculty will submit a Portfolio for review, following the guidelines established in the Faculty Employment Handbook. The portfolio shall include:

- Cover Sheet
- Narrative Statement – the narrative statement should contain a reflective self-assessment that highlights accomplishments for each of the three categories (teaching, scholarly activities, and service).
- Annotated Curriculum Vitae listing comprehensive and detailed faculty work in the areas of performance. (An example of an annotated CV can be found in the Guidebook for Portfolio Preparation, published by the Office of the Provost.) Annotations should provide brief explication of scholarly work completed or in progress or of service contributions.
- Student Ratings of instruction as outlined in the Faculty Employment Handbook
- All Letters of Review from the previous tenure/promotion review, all Letters of Review from post-tenure reviews, and any responses to the above from the faculty member.
- Reassigned time reports and evaluations, when relevant, since most recent major review
- Any level of review may request relevant and official information not present in the faculty Portfolio to assist the evaluation process. Only Provost-approved requests constitute official and relevant information. Any additional Provost-approved materials must be addressed in the Letters of Review and supporting documents included as an appendix thereto.

EXPECTATIONS FOR PROMOTION TO PROFESSOR

Candidates for promotion must have met the following minimum time-in-rank to be eligible for promotion to a higher rank, regardless of discipline: Professor: a minimum of four years in rank as Associate Professor at a regionally accredited baccalaureate-granting institution of higher education, two of which must have been at Metro State. In determining years in rank, the current year (year in progress) during which application for promotion is made is counted as a year of service toward the requirement for time in rank.

For promotion to Professor, there is an expectation for a record of significant accomplishment in all three areas.

EVALUATION STANDARDS FOR TEACHING

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

<u>Needs Improvement</u>: This rating simply means the faculty member has not accomplished the necessary activities to attain the "Meets Standards" rating.	**NEEDS IMPROVEMENT – TEACHING** During the tenure probationary period, the faculty member does not meet the criteria for "Meets Standards." During the period leading up to tenure review, the faculty member has made minimum progress towards becoming an effective teacher.
<u>Meets Standards</u>: This performance level demonstrates the minimum required accomplishments for a faculty member.	**MEETS STANDARDS – TEACHING** • Faculty member displays knowledge of their subject matter and employ effective teaching pedagogies in its delivery. When appropriate, faculty member uses professional expertise and ongoing scholarly activities to improve courses and enrich student learning. • Faculty member constructs 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. • Faculty member communicates information clearly, uses 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). • Faculty member invokes inclusive pedagogies, which include teaching practices that prioritize thoughtful and reflexive evidence-based learning approaches to empower student reasoning and critical thinking. • Each course is kept current through review of instructional resources and the regular addition of new materials, as appropriate. Faculty contributes to evaluation and redesign of departmental curriculum. All sources of feedback for a faculty member's teaching ensure the opportunity for continuous improvement and professional development. • Faculty member evaluates the 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. Assessment of general studies courses comply with departmental and university requirements. Faculty member regularly holds office hours (at least four hours/week, assuming a 12-credit hour load). Faculty member advises 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. Faculty member writes reference letters for students seeking employment or admission to graduate school. • SRI evaluations are included in the portfolio for all classes having an enrollment of five or more students. portfolio narrative shows that the faculty member has read, reflected upon and addressed student comments contained in his or her SRI evaluations. • The faculty member advises students in the physics major and minor on program requirements as well as professional/specialized areas in physics, 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. • The faculty member should be highly involved in curriculum revisions, which can include designing new courses and/or revising the Physics program requirements.

EVALUATION STANDARDS FOR SCHOLARLY ACTIVITIES

Scholarly and creative activities are disciplinary or interdisciplinary expressions or interpretations that develop ideas, frame questions, create new forms of representation, solve problems, or explore enduring questions.

GUIDELINE TO ACHIEVE PROMOTION:

The promotion candidate must demonstrate in their portfolio narrative and annotated C.V. that they have engaged in substantive scholarly activity. Examples include, but are not limited to, the following: advancing knowledge through original research; interpreting knowledge within or across disciplines; enhancing knowledge of student learning and effective teaching. Scholarly activity can include activities in which the faculty member shares knowledge with members of the learned and professional communities.

<u>Needs Improvement</u>: This rating simply means the faculty member has not accomplished the necessary activities to attain the "Meets Standards" rating.	**NEEDS IMPROVEMENT – SCHOLARLY ACTIVITIES** During the promotion review period, the faculty member does not meet the criteria for "Meets Standards." During the period leading up to promotion review, the faculty member has made minimum progress towards a scholarly work or has not developed professionally.
<u>Meets Standards</u>: This performance level demonstrates the minimum required accomplishments for a faculty member.	**MEETS STANDARDS – SCHOLARLY ACTIVITIES** During the promotion period, the candidate has shown consistent and substantive scholarly activity. The minimum activities should include: • One scholarly work accepted in a peer-reviewed reputable scientific journal **AND** • At least two of the following scholarly outcomes: ○ One scholarly work accepted in a peer-reviewed reputable scientific journal ○ Mentor at least one student in research that results in a student presentation at a local, regional, or national meeting ○ One or more grant applications submitted to an external agency ○ One or more presentations at a regional, national, or international professional academic meeting ○ Authoring and publishing a chapter for a textbook or a discipline-related book that is reviewed by peers and/or reputable editors ○ Authoring and publishing several ancillary course materials

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	(through a recognized commercial publishing company or OER site), such as interactive media, software, or lab manuals ○ Significant consultation in the candidate's professional area to educational or professional groups at the local, regional, national, or international level.

EVALUATION STANDARDS FOR SERVICE ACTIVITIES

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

GUIDELINES TO ACHIEVE PROMOTION

The promotion candidate must demonstrate in their narrative that they have made significant contributions to shared governance in the department, college, and university. These contributions often take the form of significant committee work. The candidate should also document that they have used their disciplinary or professional expertise to contribute to their professional organizations or the community outside of the university.

<u>Needs Improvement</u>: This rating simply means the faculty member has not accomplished the necessary activities to attain the "Meets Standards" rating.	**NEEDS IMPROVEMENT -SERVICE** During the promotion review period, the faculty member does not meet the criteria for "Meets Standards". The faculty member has made minimum progress in the area of service to the Department, the College and/or the University, or the Outside Community.

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<u>Meets Standards</u>: This performance level demonstrates the minimum required accomplishments for a faculty member.	**MEETS STANDARDS – SERVICE** During the promotion review period, the faculty member demonstrates he or she has made significant contributions in shared governance and other service to the Department, College and/or University and within their disciplinary organization(s) or contributions using their disciplinary expertise to the community outside of the University. Examples of service activities that meet standards might include, but are not limited to, the following: • Participating in Departmental committees of shared governance • Participating in College/University or Campus-wide committees • Maintaining and/or enhancing teaching or research facilities for the Department, College and/or University • Membership in advisory boards of professional journals • Membership in special committees of professional organizations • Occasional reviewer for a national research grant funding institution • Occasional reviewer of submissions to professional journals • Membership in local, statewide or national community organizations that relate to field of expertise.

POST TENURE REVIEW

In preparing for the post tenure review, the faculty member will need to document the degree of contribution over the previous five years for each of the criteria for the three categories (Teaching, Scholarly Activities, and Service) outlined below.

EVALUATION STANDARDS FOR TEACHING

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

Effective teachers 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:

<u>Needs Improvement</u>: This rating simply means the faculty member has not accomplished the necessary activities to attain the "Meets Standards" rating.	**NEEDS IMPROVEMENT – TEACHING** During the tenure probationary period, the faculty member does not meet the criteria for "Meets Standards." During the period leading up to tenure review, the faculty member has made minimum progress towards becoming an effective teacher.
<u>Meets Standards</u>: This performance level demonstrates the minimum required accomplishments for a faculty member.	**MEETS STANDARDS – TEACHING** • Faculty member displays knowledge of their subject matter and employ effective teaching pedagogies in its delivery. When appropriate, faculty member uses professional expertise and ongoing scholarly activities to improve courses and enrich student learning. • Faculty member constructs 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. • Faculty member communicates information clearly, uses 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). • Faculty member invokes inclusive pedagogies, which include teaching practices that prioritize thoughtful and reflexive evidence-based learning approaches to empower student reasoning and critical thinking. • Each course is kept current through review of instructional resources and the regular addition of new materials, as appropriate. Faculty contributes to evaluation and redesign of departmental curriculum. All sources of feedback for a faculty member's teaching ensure the opportunity for continuous improvement and professional development. • Faculty member evaluates the 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. Assessment of general studies courses comply with departmental and university requirements. Faculty member regularly holds office hours (at least four hours/week, assuming a 12-credit hour load). Faculty member advises 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. Faculty member writes reference letters for students seeking employment or admission to graduate school. • SRI evaluations are included in the portfolio for all classes having an enrollment of five or more students. portfolio narrative shows that the faculty member has read, reflected upon and addressed student comments contained in his or her SRI evaluations. • The faculty member advises students in the physics major and minor on program requirements as well as professional/specialized areas in physics, 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. • The faculty member should be highly involved in curriculum revisions, which can include designing new courses and/or revising the Physics program requirements.

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EVALUATION STANDARDS FOR SCHOLARLY ACTIVITIES

Scholarly and creative activities are disciplinary or interdisciplinary expressions or interpretations that develop ideas, frame questions, create new forms of representation, solve problems, or explore enduring questions.

GUIDELINES TO POST TENURE REVIEW

The PTR candidate must demonstrate in their portfolio narrative and annotated C.V. that they have engaged in substantive scholarly activity. Examples include, but are not limited to, the following: advancing knowledge through original research; interpreting knowledge within or across disciplines; enhancing knowledge of student learning and effective teaching. Scholarly activity can include activities in which the faculty member shares knowledge with members of the learned and professional communities.

<u>Needs Improvement</u>: This rating simply means the faculty member has not accomplished the necessary activities to attain the "Meets Standards" rating.	**NEEDS IMPROVEMENT – SCHOLARLY ACTIVITES** During the post-tenure review period, the faculty member does not meet the criteria for "Meets Standards."
<u>Meets Standards</u>: This performance level demonstrates the minimum required accomplishments for a faculty member.	**MEETS STANDARDS – SCHOLARLY ACTIVITIES** During the PTR period, the tenure candidate has shown consistent and substantive scholarly activity. The minimum activities should include at least two of the following scholarly outcomes: • One scholarly work accepted in a peer-reviewed reputable scientific journal • Mentor at least one student in research that results in a student presentation at a local, regional, or national meeting • One or more grant applications submitted to an external agency • One or more presentations at a regional, national, or international professional academic meeting • Authoring and publishing a chapter for a textbook or a discipline-related book that is reviewed by peers and/or reputable editors • Authoring and publishing several ancillary course materials (through a recognized commercial publishing company or OER site), such as

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	interactive media, software, or lab manuals • Demonstrable impact of community-engaged scholarship that improves, enhances, or creates beneficial outcomes for the public good. • Significant consultation in the candidate's professional area to educational or professional groups at the local, regional, national, or international level.

EVALUATION STANDARDS FOR SERVICE ACTIVITIES

Faculty engage in service when they participate in the shared governance and good functioning of the institution; service to the institution can be at the department, college, or university level. Beyond the institution, faculty may 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.

GUIDELINES TO POST TENURE REVIEW

The post tenure review candidate must demonstrate in their narrative that they have made significant contributions to shared governance in the department, college, and university. These contributions often take the form of significant committee work. The candidate should also document that they have used their disciplinary or professional expertise to contribute to their professional organizations or the community outside of the university.

<u>Needs Improvement</u>: This rating simply means the faculty member has not accomplished the necessary activities to attain the "Meets Standards" rating.	**NEEDS IMPROVEMENT – SERVICE** During the post-tenure review period, the faculty member does not meet the criteria for "Meets Standards."

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<u>Meets Standards</u>: This performance level demonstrates the minimum required accomplishments for a faculty member.	**MEETS STANDARDS – SERVICE** During the post tenure review period, the faculty member demonstrates he or she has made significant contributions in shared governance and other service to the Department, College and/or University and within their disciplinary organization(s) or contributions using their disciplinary expertise to the community outside of the University. Examples of service activities that meet standards might include, but are not limited to, the following: • Participating in Departmental committees of shared governance • Participating in College/University or Campus-wide committees • Maintaining and/or enhancing teaching or research facilities for the Department, College and/or University • Membership in advisory boards of professional journals • Membership in special committees of professional organizations • Occasional reviewer for a national research grant funding institution • Occasional reviewer of submissions to professional journals • Membership in local, statewide or national community organizations that relate to field of expertise.

DEPARTMENT OF PHYSICS
EVALUATION STANDARDS FOR NONTENURE TRACK & ADJUNCT FACULTY

INTRODUCTION

Nontenure track and Adjunct faculty are subject to the norms and expectations of academic freedom befitting an institution of higher education. Furthermore, they serve as contingent faculty appointed for defined terms. Nontenure Track faculty are hired most often to teach full-time under contracts of a duration between one and three years; Adjunct faculty are hired to teach on a per-credit-hour basis for specific classes as needed, usually on a semester-by-semester basis. Nontenure Track and Adjunct faculty are eligible for reappointment at the discretion of the Department Chairman and Dean, respectively. Decisions to reappoint are based upon the needs of the department or program and, also, take into consideration the candidate's qualifications and performance. Performance evaluation, therefore, is done in part to support reappointment decisions and in part to foster improvement among both Nontenure track and Adjunct faculty members.

To clarify expectations, the College of Letters, Arts and Sciences has established a set of General Standards of Performance for all faculty members within the College. Compliance with CLAS General Standards is a prerequisite to a satisfactory performance rating on faculty evaluations.
Specifically, this state: General Standards of Performance for Faculty College of Letters, Arts and Sciences University policies are in the Handbook for Personnel, 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.

THE GENERAL STANDARDS OF PERFORMANCE

The General Standards of Performance for the Faculty in the College of Letters, Arts and Sciences are:

- Timely performance of responsibilities and other responsibilities as specified in the faculty member's contract, the Handbook, and in accordance with the academic and procedural calendars including submission of grades by the deadline established by the Registrar.
- Adherence to accepted standards of professional conduct as established by the Handbook and AAUP.
- Faculty are expected to be available by email or phone during their contractual period which for full time faculty is August 1through May 30th, excluding when the campus is closed.
- Faculty shall be responsible for the conduct of assigned classes and submitting grades by the University deadline; shall provide the chair with timely notice in the event that they cannot conduct a class (or classes); and, pursuant to written departmental policy, shall arrange, when possible, for instruction to be provided when they cannot be present — either by a substitute or by class assignment.
- During the first week of class faculty shall present to all students attending class a syllabus

containing the course description, their grading criteria, CLAS syllabus policies and special notices required by law or institutional policy.

- Faculty shall, as established by departmental policies, adopt such procedures as necessary to assure that adequate and accurate records of student performance are maintained.
- Full-time faculty shall establish, post, and keep a minimum of four office hours weekly during each academic term of the regular academic year (assuming a full load of 12 credit hours).
- The normal teaching load for full-time faculty is 24 semester credit hours per academic year.
- In addition to teaching their classes, full-time faculty members shall prepare for classes, evaluate students' performance, confer with and advise students. Tenure-line faculty will participate in committee work, scholarly activities, service and other appropriate professional activities. Full-time faculty are expected to devote an average of at least 40 hours per week during the contract year to meeting their teaching and other obligations.
- Faculty shall keep syllabi and student records for all classes for one calendar year after the end of the semester in which the course was taught.
- Faculty shall respond to emails in a timely manner as established by their departmental policies.

EVALUATION STANDARDS FOR TEACHING

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

Effective teachers 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:

NON-TENURE TRACK

GUIDELINES FOR REAPPOINTMENT

In their one-page narrative, the faculty member must explain how they have met expectations for assigned duties and responsibilities. It should present a statement that highlights accomplishments, indicates plans for the future, and presents their best case for continuance in the position. The candidate should briefly describe their approach to teaching, including how they how they: 1. Update their course integrating current knowledge into their teaching, 2. Design their courses, 3. Deliver material to facilitate student learning, and 4. Use assessment results to improve their courses. The faculty member enables the use of Student Ratings of Instruction (SRIs) using the approved method per the Handbook for Professional Personnel. A single summative assessment by the Department Chairman is required for their first year of service as a nontenure track faculty.

<u>Needs Improvement</u>: This rating simply means the faculty member has not accomplished the necessary activities to attain the "Meets Standards" rating.	**NEEDS IMPROVEMENT – TEACHING** During the review period, the faculty member does not meet the criteria for "Meets Standards."

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<u>Meets Standards</u>: This performance level demonstrates the minimum required accomplishments for a CAT II faculty member.	**MEETS STANDARDS – TEACHING** • Each course is kept current through review of instructional resources and the regular addition of new materials, as appropriate. Narrative briefly describes how courses are designed and delivered using multiple approaches to facilitate student learning. Expectations for student performance are clearly communicated in syllabi. For all sections taught, the nontenure track faculty has designed their course meeting departmental expectations. Faculty member may contribute to evaluation and redesign of departmental curriculum. • Faculty member uses professional expertise and ongoing scholarly activities to improve courses and enrich student learning. • Faculty incorporates available and appropriate computer and laboratory technology into courses. • Faculty demonstrates evidence of using course and program assessment results to improve courses. Assessment of general studies courses comply with departmental and college requirements. • Faculty thoroughly and accurately advises students, using professional knowledge and contacts when possible. Writes reference letters for students seeking employment or admission to graduate school. • SRI's are compared to same level courses (lower or upper division) within the prefix. Nontenure track SRI's are within one standard deviation of the prefix average for the same level course. If substantially below, the nontenure track faculty shows a trend of improvement toward the prefix average for same level courses and the narrative addresses work toward improving student ratings of instruction. • Faculty member meets the minimum Handbook requirement of four office hours per week.

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NONTENURE TRACK:

GUIDELINES FOR PROMOTION TO SENIOR LECTURER

The Lecturer must satisfy the conditions for promotion to Senior Lecturer established in Chapter VI of the Handbook for Professional Personnel and have annual evaluation ratings of “meets standards” for the most recent three years of service. The candidate should briefly describe their approach to teaching, including how they how they: 1. Update their course integrating current knowledge into their teaching, 2. Design their courses, 3. Deliver material to facilitate student learning, and 4. Use assessment results to improve their courses. The faculty member enables the use of Student Ratings of Instruction (SRIs) using the approved method per the Handbook for Professional Personnel.

Criteria for Promotion to Senior Lecturer may include but are not limited to:
• The candidate has kept current through review of instructional resources and the regular addition of new materials, as appropriate. • Application narrative briefly describes how courses are designed and delivered, using multiple approaches to facilitate student learning. • Expectations for student performance have been clearly communicated in previous syllabi. • For previous sections taught, the nontenure track faculty has designed their course meeting departmental expectations. • Faculty member contributes to evaluation and redesign of departmental curriculum. • Faculty member uses professional expertise and ongoing scholarly activities to improve courses and enrich student learning. • Faculty has incorporated available and appropriate computer and laboratory technology into previous courses. • Faculty has demonstrated evidence of using course and program assessment results to improve courses. Assessment of general studies courses comply with departmental and college requirements. • SRI’s may be compared to same level courses (lower or upper division) within the prefix. CAT II SRI’s are within one standard deviation of the prefix average for the same level course. If substantially below, the nontenure track faculty shows a trend of improvement toward the prefix average for same level courses. • Faculty member meets the minimum Handbook requirement of four office hours per week.

ADJUNCT FACULTY:

GUIDELINES FOR REAPPOINTMENT

Adjunct faculty members are reappointed at the discretion of the department chairman. Courses follow the official course syllabus as appropriate. The adjunct faculty member adheres to departmental and university policies including ADA accommodations and submission of final grades. Expectations for student performance are clearly communicated in syllabi. Syllabi for all courses will be provided to the department chairman. For general studies courses. The faculty member enables the use of Student Ratings of Instruction (SRIs) using the approved method per the Handbook for Professional Personnel.

Needs Improvement: This rating simply means the faculty member has not performed the necessary activities to attain the "Meets Standards" rating.	**NEEDS IMPROVEMENT – TEACHING** During the review period, the faculty member does not meet the criteria for "Meets Standards."
Meets Standards: This performance level demonstrates the minimum required expectations for an affiliate faculty member.	**MEETS STANDARDS – TEACHING** • Each course is kept current through the regular addition of new materials, as appropriate. Expectations for student performance are clearly communicated in syllabi. For all sections taught, the Affiliate faculty has delivered their course meeting departmental expectations. • The Affiliate faculty member uses their professional expertise to improve courses and enrich student learning. • The Affiliate faculty member incorporates available and appropriate computer and/or laboratory technology into courses. • Assessment of general studies courses comply with departmental and university requirements. • SRI's are compared to same level courses (lower or upper division) within the prefix. Affiliate member SRI's are within one standard deviation of the prefix average for the same level course. If substantially below, the affiliate member faculty shows a trend of improvement toward the prefix average for same level courses.

CRITERIA FOR EMERITUS STATUS OF FACULTY IN THE DEPARTMENT OF PHYSICS

According to MSU Denver's Handbook for Professional Personnel, "All faculty who have completed ten years or more of full-time service at the University shall be eligible at the time of their retirement for an emeritus title equivalent to their highest professional rank. Faculty who participate in the transitional retirement program or who continue to teach full-time at the University after retirement are considered to be members of the faculty and therefore are not eligible for emeritus status" (pg. 36). A department chair or any faculty member of the department may nominate faculty for emeritus status.

In addition to these basic requirements of the University, Emeritus Status in the Physics Department requires:

- a history that is commensurate with the Department's minimum standard for teaching,

and

- a record of participation in student advising/assessment and other student involvement/support

and

- a record of service to the Department, College, and/or University, as well as service to the community and the profession.

Once a person is nominated, the Department Chair will substantiate that the nominee has satisfied the requirements above. The nomination must then be endorsed by the majority of the full-time faculty members of the department and by the Dean of the College of Letters, Arts, and Sciences, who then will forward the recommendation to the Provost. If the Provost agrees with the nomination, he or she will forward the nomination to the President of the University. If the President concurs, he or she will forward the nomination to the Board of Trustees for final approval.

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