



Departmental Guidelines for Faculty Evaluation

Department of Health Professions

Academic Year 2020-2021



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College of Professional Studies Mission Statement

The College of Professional Studies (CPS) integrates academic excellence with real world experience for a diverse student community, striving to be the pre-eminent source of professional education in Colorado.

True to the mission, CPS Departments value intentional practices specifically directed toward collaboration, reciprocity, and mutual commitment to empowering faculty and students to address complex issues facing society, industries/sectors and the diverse communities they serve. The balance of theory and experience is maintained through active relationships with industry and community agencies, and community members.

Our Purpose is to prepare students to launch themselves into next level career paths who are:

- Innovative and effective leaders and problem solvers
- Ethical and critical thinkers
- Engaged and thoughtful citizens

We help students develop professional relationships and networks to help them succeed in their post-graduation goals.

The College of Professional Studies (CPS) is committed to a holistic view of faculty in terms of evaluating performance as part of the big picture of the work and accomplishments in all three areas over the review period. In order to advance in ranks, candidates must show evidence of effective teaching as well as demonstrate proficiency in scholarly activity and service, depending upon rank and based upon the guidelines. The College values:

- 1) **Student Success and Completion:** Facilitate student success by creating an educational community in which students flourish.
- 2) **Diversity and Inclusivity:** We embrace and respect the diversity of individuals and ideas.
- 3) **Collaboration:** We pursue collaborative partnerships between internal and external partners to impact and promote life-long learning, service and community engagement. Further, we engage in interprofessional collaboration to best serve the needs of students, sectors, and communities. We work in unity.
- 4) **Academic excellence and innovation:** Committed to providing meaningful learning experiences through quality educational and training experiences, including exploration of new practices and issues to enhance and enrich learning



Department of Health Professions Mission Statement

The mission of the Department of Health Professions is to provide quality education in preparing students for progressive professional positions in the dynamic health care industry. This is achieved through a multi-disciplinary approach to teaching that is designed to meet the diverse and future needs of our students and the community.

Departmental Guidelines for Faculty Evaluation for

Retention, Tenure, and Promotion to Associate Professor

Departmental Guidelines for Faculty Evaluation Retention, Tenure, and Promotion to Associate Professor

The following guidelines apply to tenure-track faculty and incorporate changes to the latest edition of the *Faculty Employment Handbook*.

Faculty must meet all contractual obligations, requirements, and responsibilities, and adhere to policies relating to employee and student conduct as put forth in the latest edition of the *Faculty Employment Handbook* and have a record of conduct consistent with professional standards in Appendix A of this document, and show sustained growth in all three evaluation areas to be considered for tenure and promotion to Associate Professor.

The College of Professional Studies is committed to a holistic view of the tenure candidate in terms of evaluating his/her performance as part of the big picture of the work and accomplishments in all three areas over the review period. In order to achieve tenure and promotion to associate professor, a candidate must show evidence of effective teaching as well as demonstrate proficiency in the two other evaluation areas based on the guidelines.

FACULTY MUST MEET ALL OF THE FOLLOWING CRITERIA FOR EACH EVALUATION AREA TO BE ELIGIBLE FOR TENURE AND PROMOTION TO ASSOCIATE PROFESSOR.

Teaching

The College of Professional Studies values quality teaching with a focus on student learning that supports development of the knowledge and skills necessary to be an effective professional in the field. Earning tenure requires faculty to continue professional growth and development. In the teaching area, this may include participating in activities such as faculty learning communities, peer observation cohorts, and/or workshops and conferences focused on 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. From the latest edition of the *Faculty Employment Handbook*:

Teaching is a complex and reflective human activity that, in the 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 university. Good teachers are scholars, researchers, inventors, scientists, creators, artists, professionals, investigators, practitioners or those with advanced expertise or experience who share knowledge, using appropriate methodologies, and who demonstrate and encourage enthusiasm about the subject matter in such a way as to leave the student with a lasting and vivid conviction of having benefited from that interaction.

Effective teachers typically maintain high academic standards, prepare students for professional work and development, facilitate student achievement, and provide audiences for student work. Some might add that the best teaching transmits specific skills or enhances talents that students possess, while others would note that good teaching develops habits of

mind or provides models of scholarly, scientific, artistic or professional behavior and inquiry much more important than particular information. Faculty typically aspire to a number of other civic purposes in the classroom that may also include encouraging their students to long for the truth, to aspire to achievement, to emulate heroes, to become just, or to do good, for example. At the instructional level, the most important responsibilities of a teacher to his/her students are the following:

- 1) **Content Expertise:** To demonstrate knowledge and/or relevant experience. Effective teachers display knowledge of their subject matters in the relevant learning environment (classroom, on-line, hybrid, field work, etc.), which typically includes the skills, competencies, and knowledge in a specific subject area in which the faculty member has received advanced experience, training, or education.
- 2) **Instructional Design:** To re-order and re-organize this knowledge/experience for student learning. Effective teachers design course objectives, syllabi, materials, activities, and experiences that are conducive to learning.
- 3) **Instructional Delivery:** To communicate and “translate” this knowledge/experience into a format accessible to students. Effective teachers communicate information clearly, create environments conducive to learning, and use an appropriate variety of teaching methods.
- 4) **Instructional Assessment:** To evaluate the mastery and other accomplishments of students. Effective teachers design assessment procedures appropriate to course objectives, ensure fairness in student evaluation and grading, and provide constructive feedback on student work.
- 5) **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.

FACULTY SHALL DEMONSTRATE EXCELLENCE IN TEACHING BY MEETING THE FOLLOWING TEACHING CRITERIA

Additional criteria for Retention, Tenure and Promotion to Associate Professor Departmental Guidelines for Faculty Evaluation in Health Professions can be found in [Appendix C](#).

<p>1. Content Expertise</p>	<p>Updating courses taught and staying current in information presented in classes.</p>
<p>2. Instructional Design</p>	<p>Involved in curriculum development and maintenance.</p>
<p>3. Instructional Delivery</p>	<ul style="list-style-type: none"> • Demonstrates appropriate and effective use of class delivery to achieve course objectives. • Receives SRI's that over time reflect student's ratings and comments that are in alignment with department norms. SRI's

	<p>will be evaluated in a broad context, not based on the numerical score alone because there are many factors that influence SRI scores including but not limited to: teaching a new course or a course for the first time, a shift in pedagogy, and course format (on site, online, or hybrid), class size, response rate, whether a course is upper or lower division, required or elective, etc. All factors will be taken into consideration when evaluating SRI scores. Reviewers will detail the factors that entered into their decision-making process in their respective review letters.</p>
	<ul style="list-style-type: none"> • Formative peer evaluations may be required by the department.
<p>4. Instructional Assessment</p>	<ul style="list-style-type: none"> • Actively participates in effective evaluation of individual students, individual courses, and program, including yearly assessment reports, program review, and, if a program is accredited, accreditation.
<p>5. Advising</p>	<ul style="list-style-type: none"> • Posts and holds five (5) office hours on campus per week. Meets with students at other times as needed and other requirements for advising. • Uses University wide digital systems for advising.

Scholarly Activities

The College of Professional Studies values faculty scholarship and expects faculty to engage in ongoing professional development to remain current in their areas of expertise through activities such as participating in trainings, workshops, conferences, and/or certification processes. In addition, faculty must participate in scholarly discussions by sharing their knowledge via presentations, publications, and other appropriate forms of scholarship in forums in which scholarly activities are peer reviewed. See Appendix C for discipline-defined “peers.”

We support a broad definition of scholarship which includes the scholarship of teaching and learning and the scholarship of application as defined in the Boyer model for scholarship. From the latest edition of the *Faculty Employment Handbook*,

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

Purposes include, but are not limited to, the following: advancing knowledge or culture through original research or creative activities; interpreting knowledge within or across disciplines; synthesizing information across disciplines, across topics, or across time; aiding society or disciplines in addressing problems; or enhancing knowledge of student learning and effective teaching.

Typically, to be considered scholarship, findings should be disseminated to either peer review by disciplinary scholars or professional or governmental organizations; or critical reflection by a wider community, including corporations or non-profit organizations, for example.

In addition to these scholarly activities, and depending on the specific Department Guidelines, this category may also include activities in which the faculty member shares other knowledge with members of the learned and professional communities; continued education and professional development activities appropriate to professional status or assignments; and other activities specific to the faculty member's discipline or assigned responsibilities.

FACULTY SHALL DEMONSTRATE EXCELLENCE IN SCHOLARLY ACTIVITIES BY MEETING THE FOLLOWING SCHOLARLY ACTIVITY CRITERIA

Additional criteria for Retention, Tenure and Promotion to Associate Professor Departmental Guidelines for Faculty Evaluation in Health Professions can be found in [Appendix C](#).

The faculty member must complete at least one of the following:

- Acceptance of an article in a peer reviewed journal.* Journal articles must be scholarly in nature.
 - Full-length scholarly papers in peer reviewed conference proceedings meet this standard.
 - Opinion or "popularization of the field" pieces written for professional/practitioner audiences do not meet this standard.
 - Abstracts published in conference proceedings do not meet this standard.**
- Publication of a scholarly book, textbook, instructors' manual that includes original works (e.g., beyond summaries of chapters, test questions, web links, etc.) or book chapter by a nationally or professionally recognized publisher.*
- Exhibition of creative work(s) in a juried show and/or receipt of an award after being judged by a jury of peers or presentation of creative works in an adjudicated or auditioned performance. Contribution should be noted in the faculty member's narrative or in an annotation in his/her curriculum vita.
- Receipt of a sizable competitive grant from a recognized external entity that helps the faculty member create a product (e.g., paper, media production, etc.). No distinction will be made between participation as principal or co-principal investigator on the grant or those who make a significant contribution to the grant work.

In addition to meeting one of the above criteria, faculty must:

- Present a minimum of three peer-reviewed or invited presentations of the faculty member's original work in a professionally and/or scholarly recognized meeting/conference. Exceptions: if the faculty member has published or has in publication a scholarly book or textbook, during the review period, no peer reviewed or invited presentations are required. Publication of a paper in a peer reviewed journal or peer-reviewed conference proceeding or exhibition of creative work(s) in a juried show or presentation of creative works in an adjudicated or auditioned performance may be substituted in a one-to-one ratio for presentations.

- Pursue advanced study/conference/workshop attendance to stay current in the field or learn new information/skills.

*Publications in predatory or vanity publications or by predatory or vanity presses or self-published works do not meet this standard. Lambert Academic Press (LAP), Green River Technologies, and One Voice International are examples of such publishers. A scholarly work will be evaluated on its merits with no distinction made between single or multiple authorship. Contribution should be noted in the faculty member's narrative or in an annotation in his/her curriculum vita. Scholarly works accepted for publication, exhibition, or performance at the time of portfolio submission meet this standard.

**Papers published in peer-reviewed conference proceedings and the accompanying peer-reviewed presentation can count in both the publication and the presentation category.

Glossary

Term	Definition
Scholarly	concerned with academic learning and research.
Juried	having the contents selected for exhibition by a jury.
Vanity press	a printing house that specializes in publishing books for which the authors pay all or most of the costs.
Peer review	evaluation of a person's work or performance by a group of people in the same occupation, profession, or industry.

<http://dictionary.reference.com/>

Service

The College of Professional Studies is committed to service that supports students; that creates a climate that is respectful and supportive of diversity; and that supports the mission of the Department, the College of Professional Studies, and the University. Faculty is expected to engage in service on an ongoing basis throughout their career at Metro though the type and nature of the service may vary. CPS defines community service as unpaid work done at the local, state, national and/or international level which utilizes the faculty member's skills and expertise to create positive community change and/or that supports our students to achieve their educational and career goals.

From the latest edition of the *Faculty Employment Handbook*,

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, non-profit organizations, or government agencies.

FACULTY SHALL DEMONSTRATE EXCELLENCE IN SERVICE BY MEETING THE FOLLOWING SERVICE CRITERIA:

Additional criteria for Retention, Tenure and Promotion to Associate Professor Departmental Guidelines for Faculty Evaluation in Health Professions can be found in Appendix C.

Demonstration of active involvement in some combination of all (breadth of service) of or intense focus (depth of service as measured by such factors as leadership, time spent, impact, and specific outcome, etc.; type and amount of intense service will be defined by the individual department) in the following service activities:

- Within the institution at the university, college, department or program level.
- Outside the institution in the community or profession.

Examples of service include committees, projects, advisory boards, playing a leadership role, program coordination, review of articles, accreditation, and activities supporting diversity/ inclusion initiatives for the College of Professional Studies and the University. All should be related to the goals of the University, College, Department, Profession or provide related expertise to the community.



Departmental Guidelines for Faculty Evaluation for Promotion to Professor

Promotion to Professor Departmental Guidelines for Faculty Evaluation

The following guidelines apply to tenured faculty and incorporate changes to the latest edition of the *Faculty Employment Handbook*.

Faculty must meet all contractual obligations, requirements, and responsibilities, and adhere to policies relating to employee and student conduct as put forth in the latest edition of the *Faculty Employment Handbook* and have a record of conduct consistent with professional standards in Appendix A of this document, and show sustained growth in all three evaluation areas to be considered for promotion to Professor.

The College of Professional Studies is committed to a holistic view of promotion candidate in terms of evaluating his/her performance as part of the big picture of the work and accomplishments in all three areas over the five-year review period. In order to achieve promotion to full professor, a candidate member must show evidence of excellence in teaching as well as involvement in the two other evaluation areas based on the guidelines.

FACULTY MUST MEET ALL OF THE FOLLOWING CRITERIA FOR EACH EVALUATION AREA TO BE ELIGIBLE FOR PROMOTION TO PROFESSOR.

Activities must be completed after receiving tenure and promotion to associate professor.

Teaching

The College of Professional Studies values quality teaching with a focus on student learning that supports development of the knowledge and skills necessary to be an effective professional in the field. Earning tenure requires faculty to continue professional growth and development. In the teaching area, this may include participating in activities such as faculty learning communities, peer observation cohorts, and/or workshops and conferences focused on 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. From the latest edition of the *Faculty Employment Handbook*:

Teaching is a complex and reflective human activity that, in the 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 university. Good teachers are scholars, researchers, inventors, scientists, creators, artists, professionals, investigators, practitioners or those with advanced expertise or experience who share knowledge, using appropriate methodologies, and who demonstrate and encourage enthusiasm about the subject matter in such a way as to leave the student with a lasting and vivid conviction of having benefited from that interaction.

Effective teachers typically maintain high academic standards, prepare students for professional work and development, facilitate student achievement, and provide audiences for student work. Some might add that the best teaching transmits specific skills or enhances talents that students possess, while others would note that good teaching develops habits of mind or provides models of scholarly, scientific, artistic or professional behavior and inquiry much more important than particular information. Faculty typically aspire to a number of other civic purposes in the classroom that may also include encouraging their students to long for the truth, to aspire to achievement, to emulate heroes, to become just, or to do good, for example. At the instructional level, the most important responsibilities of a teacher to his/her students are the following:

- 1) **Content Expertise:** To demonstrate knowledge and/or relevant experience. Effective teachers display knowledge of their subject matters in the relevant learning environment (classroom, on-line, hybrid, field work, etc.), which typically includes the skills, competencies, and knowledge in a specific subject area in which the faculty member has received advanced experience, training, or education.
- 2) **Instructional Design:** To re-order and re-organize this knowledge/experience for student learning. Effective teachers design course objectives, syllabi, materials, activities, and experiences that are conducive to learning.
- 3) **Instructional Delivery:** To communicate and “translate” this knowledge/experience into a format accessible to students. Effective teachers communicate information clearly, create environments conducive to learning, and use an appropriate variety of teaching methods.
- 4) **Instructional Assessment:** To evaluate the mastery and other accomplishments of students. Effective teachers design assessment procedures appropriate to course objectives, ensure fairness in student evaluation and grading, and provide constructive feedback on student work.
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FACULTY SHALL DEMONSTRATE EXCELLENCE IN TEACHING BY MEETING THE FOLLOWING TEACHING CRITERIA:

Additional criteria for Promotion to Professor Departmental Guidelines for Faculty Evaluation in Health Professions can be found in [Appendix D](#).

Content Expertise	Updating courses taught and staying current in information presented in classes.
Instructional Design	Involved in curriculum development and maintenance.
Instructional Delivery	<ul style="list-style-type: none"> • Demonstrates appropriate and effective use of class delivery to achieve course objectives.

	<ul style="list-style-type: none"> • Receives SRI's that over time reflect student's ratings and comments that are in alignment with department norms. SRI's will be evaluated in a broad context, not based on the numerical score alone because there are many factors that influence SRI scores including but not limited to: teaching a new course or a course for the first time, a shift in pedagogy, and course format (on site, online, or hybrid), class size, response rate, whether a course is upper or lower division, required or elective, etc. All factors will be taken into consideration when evaluating SRI scores. Reviewers will detail the factors that entered into their decision-making process in their respective review letters.
	<ul style="list-style-type: none"> • Formative peer evaluations may be required by the department.
Instructional Assessment	<ul style="list-style-type: none"> • Actively participates in effective evaluation of individual students, individual courses, and program, including yearly assessment reports, program review, and, if a program is accredited, accreditation.
Advising	<ul style="list-style-type: none"> • Posts and holds five (5) office hours on campus per week. Meets with students at other times as needed and other requirements for advising. • Uses University wide digital systems for advising.

Scholarly Activities

The College of Professional Studies values faculty scholarship and expects faculty to engage in ongoing professional development to remain current in their areas of expertise through activities such as participating in trainings, workshops, conferences, and/or certification processes. In addition, faculty must participate in scholarly discussions by sharing their knowledge via presentations, publications, and other appropriate forms of scholarship in forums in which scholarly activities are peer reviewed. See Appendix D for discipline-defined "peers."

We support a broad definition of scholarship which includes the scholarship of teaching and learning and the scholarship of application as defined in the Boyer model for scholarship. From the latest edition of the *Faculty Employment Handbook*,

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Purposes include, but are not limited to, the following: advancing knowledge or culture through original research or creative activities; interpreting knowledge within or across disciplines; synthesizing information across disciplines, across topics, or across time; aiding society or disciplines in addressing problems; or enhancing knowledge of student learning and effective teaching.

Typically, to be considered scholarship, findings should be disseminated to either peer review by disciplinary scholars or professional or governmental organizations; or critical reflection by a wider community, including corporations or non-profit organizations, for example.

In addition to these scholarly activities, and depending on the specific Department Guidelines, this category may also include activities in which the faculty member shares other knowledge with members of the learned and professional communities; continued education and professional development activities appropriate to professional status or assignments; and other activities specific to the faculty member's discipline or assigned responsibilities.

FACULTY SHALL DEMONSTRATE EXCELLENCE IN SCHOLARLY ACTIVITIES BY MEETING THE FOLLOWING SCHOLARLY ACTIVITY CRITERIA:

Additional criteria Promotion to Professor Departmental Guidelines for Faculty Evaluation in the Health Professions can be found in [Appendix D](#).

The faculty member must complete at least one of the following:

- Acceptance of an article in a peer reviewed journal.* Journal articles must be scholarly in nature.
 - Full-length scholarly papers in peer reviewed conference proceedings meet this standard.
 - Opinion or “popularization of the field” pieces written for professional/practitioner audiences do not meet this standard.
 - Abstracts published in conference proceedings do not meet this standard.**
- Publication of a scholarly book, textbook, instructor's manual that includes original works (e.g., beyond summaries of chapters, test questions, web links, etc.) or book chapter by a nationally or professionally recognized publisher.*
- Exhibition of creative work(s) in a juried show and/or receipt of an award after being judged by a jury of peers or presentation of creative works in an adjudicated or auditioned performance. Contribution should be noted in the faculty member's narrative or in an annotation in his/her curriculum vita.
- Receipt of a sizable competitive grant from a recognized external entity that helps the faculty member create a product (e.g., paper, media production, etc.). No distinction will be made between participation as principle or co-principle investigator on the grant or those who make a significant contribution to the grant work.

In addition to meeting one of the above criteria, faculty must:

- Present a minimum of four peer-reviewed or invited presentations of the faculty member's original work in a professionally and/or scholarly recognized meeting/conference. Exceptions: if the faculty member has published or has in publication a scholarly book or textbook, during the review period, no peer reviewed or invited presentations are required. Publication of a paper in a peer reviewed journal or peer-reviewed conference proceeding or exhibition of creative work(s) in a juried show or presentation of creative works in an adjudicated or auditioned performance may be substituted in a one-to-one ratio for presentations.
 - Pursue advanced study/conference/workshop attendance to stay current in the field or learn new information/skills.

*Publications in predatory or vanity publications or by predatory or vanity presses or self-published works do not meet this standard. Lambert Academic Press (LAP), Green River Technologies, and One Voice International are examples of such publishers. A scholarly work will be evaluated on its merits with no distinction made between single or multiple authorship. Contribution should be noted in the faculty member's narrative or in an annotation in his/her curriculum vita. Scholarly works accepted for publication, exhibition, or performance at the time of portfolio submission meet this standard.

**Papers published in peer-reviewed conference proceedings and the accompanying peer-reviewed presentation can count in both the publication and the presentation category.

Glossary

Term	Definition
Scholarly	concerned with academic learning and research.
Juried	having the contents selected for exhibition by a jury.
Vanity press	a printing house that specializes in publishing books for which the authors pay all or most of the costs.
Peer review	evaluation of a person's work or performance by a group of people in the same occupation, profession, or industry.

<http://dictionary.reference.com/>

Service

The College of Professional Studies is committed to service that supports students; that creates a climate that is respectful and supportive of diversity; and that supports the mission of the Department, the College of Professional Studies, and the University. Faculty is expected to engage in service on an ongoing basis throughout their career at Metro though the type and nature of the service may vary. CPS defines community service as unpaid work done at the local, state, national and/or international level which utilizes the faculty member's skills and expertise to create positive community change and/or that supports our students to achieve their educational and career goals.

From the latest edition of the *Faculty Employment Handbook*,

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, non-profit organizations, or government agencies.

FACULTY SHALL DEMONSTRATE EXCELLENCE IN SERVICE BY MEETING THE FOLLOWING SERVICE CRITERIA:

Additional criteria for Promotion to Professor Departmental Guidelines for Faculty Evaluation in Health Professions can be found in [Appendix D](#).

Demonstration of active involvement in some combination of all (breadth of service) of or intense focus (depth of service as measured by such factors as leadership, time spent, impact, and specific outcome, etc.; type and amount of intense service will be defined by the individual department) in the following service activities:

- Within the institution at the university, college, department or program level.
- Outside the institution in the community or profession.

Examples of service include committees, projects, advisory boards, playing a leadership role, program coordination, review of articles, accreditation, and activities supporting diversity/ inclusion initiatives for the College of Professional Studies and the University. All should be related to the goals of the University, College, Department, Profession or provide related expertise to the community.



Departmental Guidelines for Faculty Evaluation for Post-Tenure Review

Post-Tenure Review Departmental Guidelines for Faculty Evaluation

The following guidelines apply to tenured faculty and incorporate changes to the latest edition of the *Faculty Employment Handbook*.

Faculty must meet all contractual obligations, requirements, and responsibilities, and adhere to policies relating to employee and student conduct as put forth in the latest edition of the *Faculty Employment Handbook* and have a record of conduct consistent with professional standards in Appendix A of this document, and show sustained growth in all three evaluation areas to be considered to have a favorable post-tenure review.

The College of Professional Studies is committed to a holistic view of the post-tenure review faculty member in terms of evaluating his/her performance as part of the big picture of the work and accomplishments in all three areas over the five-year review period. In order to achieve a successful post-tenure review, a faculty member must show evidence of effective teaching as well as involvement in the two other evaluation areas based on the guidelines.

FACULTY MUST MEET ALL OF THE FOLLOWING CRITERIA FOR EACH EVALUATION AREA TO BE ELIGIBLE FOR A POSITIVE POST-TENURE REVIEW.

Teaching

The College of Professional Studies values quality teaching with a focus on student learning that supports development of the knowledge and skills necessary to be an effective professional in the field. Successful post-tenure review requires faculty to continue professional growth and development. In the teaching area, this may include participating in activities such as faculty learning communities, peer observation cohorts, and/or workshops and conferences focused on 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. From the latest edition of the *Faculty Employment Handbook*:

Teaching is a complex and reflective human activity that, in the 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 university. Good teachers are scholars, researchers, inventors, scientists, creators, artists, professionals, investigators, practitioners or those with advanced expertise or experience who share knowledge, using appropriate methodologies, and who demonstrate and encourage enthusiasm about the subject matter in such a way as to leave the student with a lasting and vivid conviction of having benefited from that interaction.

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audiences for student work. Some might add that the best teaching transmits specific skills or enhances talents that students possess, while others would note that good teaching develops habits of mind or provides models of scholarly, scientific, artistic or professional behavior and inquiry much more important than particular information. Faculty typically aspire to a number of other civic purposes in the classroom that may also include encouraging their students to long for the truth, to aspire to achievement, to emulate heroes, to become just, or to do good, for example. At the instructional level, the most important responsibilities of a teacher to his/her students are the following:

- 1) **Content Expertise:** To demonstrate knowledge and/or relevant experience. Effective teachers display knowledge of their subject matters in the relevant learning environment (classroom, on-line, hybrid, field work, etc.), which typically includes the skills, competencies, and knowledge in a specific subject area in which the faculty member has received advanced experience, training, or education.
- 2) **Instructional Design:** To re-order and re-organize this knowledge/experience for student learning. Effective teachers design course objectives, syllabi, materials, activities, and experiences that are conducive to learning.
- 3) **Instructional Delivery:** To communicate and “translate” this knowledge/experience into a format accessible to students. Effective teachers communicate information clearly, create environments conducive to learning, and use an appropriate variety of teaching methods.
- 4) **Instructional Assessment:** To evaluate the mastery and other accomplishments of students. Effective teachers design assessment procedures appropriate to course objectives, ensure fairness in student evaluation and grading, and provide constructive feedback on student work.
- 5) **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.

FACULTY SHALL DEMONSTRATE EXCELLENCE IN TEACHING BY MEETING THE FOLLOWING TEACHING CRITERIA:

Additional criteria for Post-Tenure Review Departmental Guidelines for Faculty Evaluation in Health Professions can be found in [Appendix E](#).

Content Expertise	Updating courses taught and staying current in information presented in classes.
Instructional Design	Involved in curriculum development and maintenance.
Instructional Delivery	<ul style="list-style-type: none"> <li data-bbox="521 548 1443 646">• Demonstrates appropriate and effective use of class delivery to achieve course objectives. <li data-bbox="521 653 1443 1100">• Receives SRI's that over time reflect student's ratings and comments that are in alignment with department norms. SRI's will be evaluated in a broad context, not based on the numerical score alone because there are many factors that influence SRI scores including but not limited to: teaching a new course or a course for the first time, a shift in pedagogy, and course format (on site, online, or hybrid), class size, response rate, whether a course is upper or lower division, required or elective, etc. All factors will be taken into consideration when evaluating SRI scores. Reviewers will detail the factors that entered into their decision-making process in their respective review letters. <li data-bbox="521 1106 1443 1171">• Formative peer evaluations may be required by the department.
Instructional Assessment	<ul style="list-style-type: none"> <li data-bbox="521 1178 1443 1323">• Actively participates in effective evaluation of individual students, individual courses, and program, including yearly assessment reports, program review, and, if a program is accredited, accreditation.
Advising	<ul style="list-style-type: none"> <li data-bbox="521 1356 1443 1493">• Posts and holds five (5) office hours on campus per week. Meets with students at other times as needed and other requirements for advising. <li data-bbox="521 1499 1443 1560">• Uses University wide digital systems for advising.

Scholarly Activities

The College of Professional Studies values faculty scholarship and expects faculty to engage in ongoing professional development to remain current in their areas of expertise through activities such as participating in trainings, workshops, conferences, and/or certification processes. In addition, faculty must participate in scholarly discussions by sharing their knowledge via presentations, publications, and other appropriate forms of scholarship in forums in which scholarly activities are peer reviewed. See Appendix E for discipline-defined “peers.”

We support a broad definition of scholarship which includes the scholarship of teaching and learning and the scholarship of application as defined in the Boyer model for scholarship. From the latest edition of the *Faculty Employment Handbook*,

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

Purposes include, but are not limited to, the following: advancing knowledge or culture through original research or creative activities; interpreting knowledge within or across disciplines; synthesizing information across disciplines, across topics, or across time; aiding society or disciplines in addressing problems; or enhancing knowledge of student learning and effective teaching.

Typically, to be considered scholarship, findings should be disseminated to either peer review by disciplinary scholars or professional or governmental organizations; or critical reflection by a wider community, including corporations or non-profit organizations, for example.

In addition to these scholarly activities, and depending on the specific Department Guidelines, this category may also include activities in which the faculty member shares other knowledge with members of the learned and professional communities; continued education and professional development activities appropriate to professional status or assignments; and other activities specific to the faculty member's discipline or assigned responsibilities.

FACULTY SHALL DEMONSTRATE EXCELLENCE IN SCHOLARLY ACTIVITIES BY MEETING THE FOLLOWING SCHOLARLY ACTIVITY CRITERIA:

Additional criteria for Post-Tenure Review Departmental Guidelines for Faculty Evaluation Health Professions can be found in [Appendix E](#).

The faculty member must complete at least two of the following:

- Acceptance of an article in a peer reviewed journal.* Journal articles must be scholarly in nature.
 - Full-length scholarly papers in peer reviewed conference proceedings meet this standard.
 - Opinion or “popularization of the field” pieces written for professional/practitioner audiences do not meet this standard.
 - Abstracts published in conference proceedings do not meet this standard.**

- Publication of a scholarly book, textbook, instructor's manual that includes original works (e.g., beyond summaries of chapters, test questions, web links, etc.) or book chapter by a nationally or professionally recognized publisher.*
- Exhibition of creative work(s) in a juried show and/or receipt of an award after being judged by a jury of peers or presentation of creative works in an adjudicated or auditioned performance. Contribution should be noted in the faculty member's narrative or in an annotation in his/her curriculum vita.
- Receipt of a sizable competitive grant from a recognized external entity that helps the faculty member create a product (e.g., paper, media production, etc.). No distinction will be made between participation as principle or co-principle investigator on the grant or those who make a significant contribution to the grant work.
- A peer-reviewed or invited presentation of the faculty member's original work in a professionally and/or scholarly recognized meeting/conference. Exceptions: if the faculty member has published or has in publication a scholarly book or textbook during the review period, no peer reviewed or invited presentations are required. Publication of a paper in a peer reviewed journal or peer-reviewed conference proceeding or exhibition of creative work(s) in a juried show or presentation of creative works in an adjudicated or auditioned performance may be substituted in a one-to-one ratio for presentations.

In addition, faculty must pursue:

- Advanced study/conference/workshop attendance to stay current in the field or learn new information/skills.

*Publications in predatory or vanity publications or by predatory or vanity presses or self-published works do not meet this standard. Lambert Academic Press (LAP), Green River Technologies, and One Voice International are examples of such publishers. A scholarly work will be evaluated on its merits with no distinction made between single or multiple authorship. Contribution should be noted in the faculty member's narrative or in an annotation in his/her curriculum vita. Scholarly works accepted for publication, exhibition, or performance at the time of portfolio submission meet this standard.

**Papers published in peer-reviewed conference proceedings and the accompanying peer-reviewed presentation can count in both the publication and the presentation category.

Glossary

Term	Definition
Scholarly	concerned with academic learning and research.
Juried	having the contents selected for exhibition by a jury.
Vanity press	a printing house that specializes in publishing books for which the authors pay all or most of the costs.
Peer review	evaluation of a person's work or performance by a group of people in the same occupation, profession, or industry.

<http://dictionary.reference.com/>

Service

The College of Professional Studies is committed to service that supports students; that creates a climate that is respectful and supportive of diversity; and that supports the mission of the Department, the College of Professional Studies, and the University. Faculty are expected to engage in service on an ongoing basis throughout their career at Metro though the type and nature of the service may vary. CPS defines community service as unpaid work done at the local, state, national and/or international level which utilizes the faculty member's skills and expertise to create positive community change and/or that supports our students to achieve their educational and career goals.

From the latest edition of the *Faculty Employment Handbook*,

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, non-profit organizations, or government agencies.

FACULTY SHALL DEMONSTRATE EXCELLENCE IN SERVICE BY MEETING THE FOLLOWING SERVICE CRITERIA:

Additional criteria for Post-Tenure Review Departmental Guidelines for Faculty Evaluation in Health Professions can be found in [Appendix E](#).

Demonstration of active involvement in some combination of all (breadth of service) of or intense focus (depth of service as measured by such factors as leadership, time spent, impact, and specific outcome, etc.; type and amount of intense service will be defined by the individual department) in the following service activities:

- Within the institution at the university, college, department or program level.
- Outside the institution in the community or profession.

Examples of service include committees, projects, advisory boards, playing a leadership role, program coordination, review of articles, accreditation, and activities supporting diversity/ inclusion initiatives for the College of Professional Studies and the University. All should be related to the goals of the University, College, Department, Profession or provide related expertise to the community.

Departmental Guidelines for Faculty Evaluation for

Category II Faculty

**Eligible for Reappointment,
Multi-Year Contract, or
Promotion to Senior Lecturer**

Category II Departmental Guidelines for Faculty Evaluation for reappointment, multi-year contract, or promotion to Senior Lecturer

The following guidelines apply to Category II faculty and incorporate changes to the latest edition of the *Faculty Employment Handbook*.

Category II Faculty must meet all contractual obligations, requirements, and responsibilities, and adhere to policies relating to employee and student conduct as put forth in the latest edition of the *Faculty Employment Handbook* and have a record of conduct consistent with professional standards in Appendix B of this document, and show sustained growth in evaluation areas applicable to the candidate in consideration for reappointment, multi-year contract or promotion to Senior Lecturer.

The College of Professional Studies is committed to a holistic view of Category II faculty in terms of evaluating his/her performance as part of the big picture of the work and accomplishments of effective teaching. If applicable, Category II faculty shall demonstrate proficiency in the two other evaluation areas based on the guidelines.

Teaching

The College of Professional Studies values quality teaching with a focus on student learning that supports development of the knowledge and skills necessary to be an effective professional in the field. Successful reappointment, multi-year contract, or promotion requires faculty to continue professional growth and development. In the teaching area, this may include participating in activities such as faculty learning communities, peer observation cohorts, and/or workshops and conferences focused on 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. From the latest edition of the *Faculty Employment Handbook*:

Teaching is a complex and reflective human activity that, in the 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 university. Good teachers are scholars, researchers, inventors, scientists, creators, artists, professionals, investigators, practitioners or those with advanced expertise or experience who share knowledge, using appropriate methodologies, and who demonstrate and encourage enthusiasm about the subject matter in such a way as to leave the student with a lasting and vivid conviction of having benefited from that interaction.

Effective teachers typically maintain high academic standards, prepare students for professional work and development, facilitate student achievement, and provide audiences for student work. Some might add that the best teaching transmits specific skills or enhances talents that students possess, while others would note that good teaching develops habits of

mind or provides models of scholarly, scientific, artistic or professional behavior and inquiry much more important than particular information.

Faculty typically aspire to a number of other civic purposes in the classroom that may also include encouraging their students to long for the truth, to aspire to achievement, to emulate heroes, to become just, or to do good, for example. At the instructional level, the most important responsibilities of a teacher to his/her students are the following:

- 1) **Content Expertise:** *To demonstrate knowledge and/or relevant experience. Effective teachers display knowledge of their subject matters in the relevant learning environment (classroom, on-line, hybrid, field work, etc.), which typically includes the skills, competencies, and knowledge in a specific subject area in which the faculty member has received advanced experience, training, or education.*
- 2) **Instructional Design:** *To re-order and re-organize this knowledge/experience for student learning. Effective teachers design course objectives, syllabi, materials, activities, and experiences that are conducive to learning.*
- 3) **Instructional Delivery:** *To communicate and “translate” this knowledge/experience into a format accessible to students. Effective teachers communicate information clearly, create environments conducive to learning, and use an appropriate variety of teaching methods.*
- 4) **Instructional Assessment:** *To evaluate the mastery and other accomplishments of students. Effective teachers design assessment procedures appropriate to course objectives, ensure fairness in student evaluation and grading, and provide constructive feedback on student work.*
- 5) **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.*

FACULTY SHALL DEMONSTRATE EXCELLENCE IN TEACHING BY MEETING THE FOLLOWING TEACHING CRITERIA:

Additional criteria for Category II Departmental Guidelines for Faculty Evaluation for reappointment, multi-year contract, or promotion to Senior Lecturer can be found in [Appendix F](#).

Content Expertise	Updating courses taught and staying current in information presented in classes.
Instructional Design	Involved in curriculum development and maintenance.
Instructional Delivery	<ul style="list-style-type: none"> • Demonstrates appropriate and effective use of class delivery to achieve course objectives.
	<ul style="list-style-type: none"> • Receives SRI's that over time reflect student's ratings and comments that are in alignment with department norms. SRI's will be evaluated in a broad context, not based on the

	<p>numerical score alone because there are many factors that influence SRI scores including but not limited to: teaching a new course or a course for the first time, a shift in pedagogy, and course format (on site, online, or hybrid), class size, response rate, whether a course is upper or lower division, required or elective, etc. All factors will be taken into consideration when evaluating SRI scores. Reviewers will detail the factors that entered into their decision-making process in their respective review letters.</p>
	<ul style="list-style-type: none"> • Formative peer evaluations may be required by the department.
<p>Instructional Assessment</p>	<ul style="list-style-type: none"> • Actively participates in effective evaluation of individual students, individual courses, and program, including yearly assessment reports, program review, and, if a program is accredited, accreditation.
<p>Advising</p>	<ul style="list-style-type: none"> • Posts and holds five (5) office hours on campus per week. Meets with students at other times as needed and other requirements for advising.
	<ul style="list-style-type: none"> • Uses University wide digital systems for advising.

Reduced Teaching Load Agreements

Additional criteria for Category II Departmental Guidelines for Faculty Evaluation for reappointment, multi-year contract, or promotion to Senior Lecturer can be found in [Appendix F](#).

Excerpt from the latest edition of the *Faculty Employment Handbook*:

In those cases where Category II faculty have reduced teaching-load agreements that specify duties in Scholarly Activities or Service (see section II.C.3.b.-c. for definitions and conditions of Scholarly Activities and Service), evaluations should encompass work in those areas of performance.

Portfolio Development

Additional criteria for Category II Departmental Guidelines for Faculty Evaluation for reappointment, multi-year contract, or promotion to Senior Lecturer can be found in [Appendix F](#).

Excerpt from the latest edition of the *Faculty Employment Handbook*

Any Category II faculty member who wishes to be reappointed will undergo a review by submitting a Portfolio to the Department Chair. Portfolios will include the following:

- a) Narrative
 - i. Is a statement of up to two-pages describing how the faculty member has met expectations for assigned duties/responsibilities;
 - ii. Presents a reflective self-assessment, highlights accomplishments, and indicates plans for the future;

- iii. Presents one's best case to disciplinary colleagues and administrative levels of review; and (iv) Indicates in the first paragraph if candidate is seeking promotion to Senior Lecturer or a Multi-Year Contract, as delineated below.*
- b) Annotated Curriculum Vitae (see section II.C.1.b.(3) for definition of "Annotated Curriculum Vitae")*
- c) Student Ratings of Instruction per above*
- d) Peer Observations as delineated above*
- e) Other documents as determined by the Department (course syllabi, exams, assignments, assessments, etc., evidence of scholarly activities or service)*

Portfolios will be submitted using the same tool or format as Category II faculty and in accordance with the Academic Calendar.



Departmental Guidelines for Faculty Evaluation for Category III Faculty

Category III Departmental Guidelines for Faculty

The following guidelines apply to Category III (Affiliate) Faculty and incorporate changes to the latest edition of the *Faculty Employment Handbook*.

Category III (Affiliate) Faculty must meet all contractual obligations, requirements, and responsibilities, and adhere to policies relating to employee and student conduct as put forth in the latest edition of the *Faculty Employment Handbook* and have a record of conduct consistent with professional standards in Appendix B of this document, and show sustained growth in evaluation areas applicable to the candidate in consideration for reappointment.

Per Handbook specifications, Category III (Affiliate) Faculty reappointments are determined based on a combination of department needs, faculty member qualifications, and performance. High performance does not guarantee reappointment.

Accreditation/ Department Standards

Due to the standards of accreditation or department policies, Category III Faculty may be required to engage in student assessment of learning and/or accreditation practices (e.g., clinical assignments, accreditation assessment). This is up to the discretion of the Department and should be explained prior to the start of the contract.

Teaching

The College of Professional Studies values quality teaching with a focus on student learning that supports development of the knowledge and skills necessary to be an effective professional in the field. Successful reappointment, multi-year contract, or promotion requires faculty to continue professional growth and development. In the teaching area, this may include participating in activities such as faculty learning communities, peer observation cohorts, and/or workshops and conferences focused on 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. From the latest edition of the *Faculty Employment Handbook*:

Teaching is a complex and reflective human activity that, in the 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 university. Good teachers are scholars, researchers, inventors, scientists, creators, artists, professionals, investigators, practitioners or those with advanced expertise or experience who share knowledge, using appropriate methodologies, and who demonstrate and encourage enthusiasm about the subject matter in such a way as to leave the student with a lasting and vivid conviction of having benefited from that interaction.

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

work. Some might add that the best teaching transmits specific skills or enhances talents that students possess, while others would note that good teaching develops habits of mind or provides models of scholarly, scientific, artistic or professional behavior and inquiry much more important than particular information.

Faculty typically aspire to a number of other civic purposes in the classroom that may also include encouraging their students to long for the truth, to aspire to achievement, to emulate heroes, to become just, or to do good, for example. At the instructional level, the most important responsibilities of a teacher to his/her students are the following:

- 1) **Content Expertise:** To demonstrate knowledge and/or relevant experience. Effective teachers display knowledge of their subject matters in the relevant learning environment (classroom, on-line, hybrid, field work, etc.), which typically includes the skills, competencies, and knowledge in a specific subject area in which the faculty member has received advanced experience, training, or education.
- 2) **Instructional Delivery:** To communicate and “translate” this knowledge/experience into a format accessible to students. Effective teachers communicate information clearly, create environments conducive to learning, and use an appropriate variety of teaching methods.
- 3) **Instructional Assessment:** To evaluate the mastery and other accomplishments of students. Effective teachers design assessment procedures appropriate to course objectives, ensure fairness in student evaluation and grading, and provide constructive feedback on student work.

FACULTY SHALL DEMONSTRATE EXCELLENCE IN TEACHING BY MEETING THE FOLLOWING TEACHING CRITERIA:

In the absence of accreditation or departmental standards, additional criteria for Category III Departmental Guidelines for Faculty can be found in Appendix G.

Content Expertise	Updating courses taught and staying current in information presented in classes.
Instructional Design	Involved in curriculum development and maintenance.
Instructional Delivery	<ul style="list-style-type: none"> • Demonstrates appropriate and effective use of class delivery to achieve course objectives. • Receives SRI's that over time reflect student's ratings and comments that are in alignment with department norms. SRI's will be evaluated in a broad context, not based on the numerical score alone because there are many factors that influence SRI scores including but not limited to: teaching a new course or a course for the first time, a shift in pedagogy, and course format (on site, online, or hybrid), class size, response rate, whether a course is upper or lower division, required or elective, etc. All factors will be taken into consideration when evaluating SRI scores. Reviewers will

	<p>detail the factors that entered into their decision-making process in their respective review letters.</p>
	<ul style="list-style-type: none"> • Formative peer evaluations may be required by the department.
<p>Advising</p>	<ul style="list-style-type: none"> • Posts and holds five (5) office hours on campus per week. Meets with students at other times as needed and other requirements for advising.
	<ul style="list-style-type: none"> • Uses University wide digital systems for advising.

While fixed weekly office hours are not required, faculty will be available to meet with students (e.g. by appointment, before or after class, and via email) to answer questions about the class. In addition, faculty may advise students on career/job placements that fall within their expertise.

Criteria for Emeritus Status of Faculty

Criteria for Emeritus Status of Faculty

According to MSU Denver's *Faculty Employment Handbook* (p24), *All faculty who have completed ten years or more of full-time service at the University shall be eligible at the time of their retirement for an emeritus title equivalent to their highest professional rank. Faculty who participate in the transitional retirement program or who continue to teach full-time at the University after retirement are considered to be members of the faculty and therefore are not eligible for emeritus status. A department chair or any faculty member of the department may nominate faculty for emeritus status. Nominations should be substantiated in terms of length of service, excellence in teaching, and other contributions to the University.*

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 tenured faculty members of the department and by the Dean of the College of Professional Studies, 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 *Faculty Employment Handbook*.

Appendix A - Professional Standards for Faculty

The faculty member must meet the contractual responsibilities defined within these guidelines and adhere to all policies and procedures set forth in the latest edition of the *Faculty Employment Handbook* as a prerequisite to reappointment consideration.

1. Timely performance of responsibilities specified in the faculty member's contract and the Handbook (in accordance with the academic and procedural calendars).
2. Adherence to accepted standards of professional conduct.
3. Faculty shall be responsible for the conduct of assigned classes; 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.
4. Faculty shall present to all students attending class, within the time span established by departmental policy, a course description, their NC policy, grading criteria, and special notices required by law or institutional policy (see Academic Policy Manual).
5. Faculty shall, as established by departmental policies, adopt such procedures as necessary to assure that adequate and accurate records of student performance are maintained.
6. Faculty shall establish, post, and keep a minimum of 5 office hours weekly during each academic term of the regular academic year.
7. In addition to their teaching load, 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 as designated in the contract or by the department. Full-time faculty is expected to devote at least 40 hours per week during the contract year to meeting their teaching and other obligations.
8. 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.
9. Faculty shall comply with all federal and state laws relating to the acquisition, handling, and disposal of hazardous materials and by-products or wastes there from.
10. Attends departmental and other faculty meetings with absence only at approval of Department Chair

Appendix B - Professional Standards Category II and Category III Faculty

The faculty member must meet the contractual responsibilities defined within these guidelines and adhere to all policies and procedures set forth in the latest edition of the Faculty Employment Handbook as a prerequisite to reappointment consideration.

1. Timely performance of responsibilities specified in the faculty member's contract and the Handbook (in accordance with the academic and procedural calendars).
2. Adherence to accepted standards of professional conduct.
3. Faculty shall be responsible for the conduct of assigned classes; 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.
4. Faculty shall present to all students attending class, within the time span established by departmental policy, a course description, their NC policy, grading criteria, and special notices required by law or institutional policy (see Academic Policy Manual).
5. Faculty shall, as established by departmental policies, adopt such procedures as necessary to assure that adequate and accurate records of student performance are maintained.
6. Faculty shall establish, post, and keep a minimum of 5 office hours weekly during each academic term of the regular academic year.
7. 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.
8. Faculty shall comply with all federal and state laws relating to the acquisition, handling, and disposal of hazardous materials and by-products or wastes there from.
9. In addition to their teaching load, 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 as designated in the contract or by the department. Full-time Category II faculty are expected to devote at least 40 hours per week during the contract year to meeting their teaching and other obligations.
10. For Category II Faculty: Attends departmental and other faculty meetings with absence only at approval of Department Chair

Appendix C – Additional Criteria for Retention, Tenure and Promotion to Associate Professor

TEACHING	SCHOLARSHIP	SERVICE
<ul style="list-style-type: none"> • Uses multiple pedagogies and identifies their impact on student learning; • Includes activities or assignments that provide practical application of course material; • Uses appropriate classroom delivery, content, and design; <p>Completion of a teaching certification either through an accredited university teaching curriculum or through a professional organization related to the program in which the faculty teaches (such as the AUPHA for the HCM/MHA programs) can be used to establish compliance with the above three criteria</p> <ul style="list-style-type: none"> • Demonstrates maintenance of currency in the discipline • Has a minimum of two classroom observations by department faculty and implements suggestions as appropriate; • A weighted average [(sum of SRI score x number of students/CRN) for all CRN taught, divided by the total number of students instructed] score of 4.5 or greater at a minimum. The SRI for question number two – “contribution to course” will be used for this evaluation; • Actively participates in program, department, and college assessment activities and implements changes as determined by the program, department, or college faculty; • Advises students on degree, career, graduate study and documents all advising the department approved tracking application; • Participates at least twice during a five-year period in the MSU Open House and graduation. 	<ul style="list-style-type: none"> • A minimum of five (5) intellectual contributions that include: • One (1) peer-reviewed journal articles in a department approved outlet. At least one of those contributions is a single-author or first authored work; • At least four (4) other contributions as defined in Appendix C • Publication of a scholarly book, textbook, booklet, or book chapter by a nationally recognized publisher may be substituted for the peer-reviewed journal requirement herein. 	<ul style="list-style-type: none"> • Service activities at the program level and at least four (4) other areas defined in Appendix C that meet department or college needs; • Documents substantive contributions in service activities (beyond meeting attendance) such as serving on a subcommittee, contribute to a report, conduct committee research, or student retention activities;

Appendix D – Additional Criteria for Promotion to Professor

TEACHING	SCHOLARSHIP	SERVICE
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<ul style="list-style-type: none"> • Uses multiple pedagogies and identifies their impact on student learning; • Includes activities or assignments that provide practical application of course material; • Uses appropriate classroom delivery, content, and design; <p>Completion of a teaching certification either through an accredited university teaching curriculum or through a professional organization related to the program in which the faculty teaches (such as the AUPHA for the HCM/MHA programs) can be used to establish compliance with the above three criteria</p> <ul style="list-style-type: none"> • Demonstrates maintenance of currency in the discipline; • Conducts classroom observations of department faculty; • A weighted average [(sum of SRI score x number of students/CRN) for all CRN taught, divided by the total number of students instructed] score of 4.5 or greater at a minimum. The SRI for question number two – “contribution to course” will be used for this evaluation; • Actively participates in program, department, and college assessment activities and implements changes as determined by the program, department, or college faculty; • Advises students on degree, career, graduate study and documents all advising the department approved tracking application; • Participates at least twice during a five-year period in the MSU Open House and graduation. 	<ul style="list-style-type: none"> • A minimum of five (5) intellectual contributions that include: • One (1) peer-reviewed journal article in a department approved outlet for initial promotion; • At least four (4) other contributions as defined in Appendix C; • Once promoted to the rank of Professor, five (5) contributions as defined in Appendix C during the Post-Tenure review period shall be required; • Publication of a scholarly book, textbook, booklet, or book chapter by a nationally recognized publisher may be substituted for the peer-reviewed journal requirement herein. 	<ul style="list-style-type: none"> • Service activities at the program level and at least three (3) other areas defined in Appendix C that meet department and college needs; • Documents substantive contributions in service activities (beyond meeting attendance) such as serving on a subcommittee, contribute to a report, conduct committee research, or student retention activities; • Serve in at least one leadership position, such as chair, co-chair, board member, or officer role as defined by committee charter or bylaws.
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Appendix E – Additional Criteria for Post-Tenure Review

TEACHING	SCHOLARSHIP	SERVICE
<ul style="list-style-type: none"> • Uses multiple pedagogies and identifies their impact on student learning; • Includes activities or assignments that provide practical application of course material; • Uses appropriate classroom delivery, content, and design; <p>Completion of a teaching certification either through an accredited university teaching curriculum or through a professional organization related to the program in which the faculty teaches (such as the AUPHA for the HCM/MHA programs) can be used to establish compliance with the above three criteria</p> <ul style="list-style-type: none"> • Demonstrates maintenance of currency in the discipline; • Conducts classroom observations of department faculty; • A weighted average [(sum of SRI score x number of students/CRN) for all CRN taught, divided by the total number of students instructed] score of 4.5 or greater at a minimum. The SRI for question number two – “contribution to course” will be used for this evaluation; • Actively participates in program, department, and college assessment activities and implements changes as determined by the program, department, or college faculty; • Advises students on degree, career, graduate study and documents all advising the department approved tracking application; • Participates at least twice during a five-year period in the MSU Open House and graduation. 	<ul style="list-style-type: none"> • A minimum of five (5) intellectual contributions that include: • One (1) peer-reviewed journal article in a department approved outlet for initial promotion; • At least four (4) other contributions as defined in Appendix C; • Once promoted to the rank of Professor, five (5) contributions as defined in Appendix C during the Post-Tenure review period shall be required; • Publication of a scholarly book, textbook, booklet, or book chapter by a nationally recognized publisher may be substituted for the peer-reviewed journal requirement herein. 	<ul style="list-style-type: none"> • Service activities at the program level and at least three (3) other areas defined in Appendix C that meet department and college needs; • Documents substantive contributions in service activities (beyond meeting attendance) such as serving on a subcommittee, contribute to a report, conduct committee research, or student retention activities; • Serve in at least one leadership position, such as chair, co-chair, board member, or officer role as defined by committee charter or bylaws.



Appendix F – Additional Criteria for Category II Faculty

None.



Appendix G – Additional Criteria for Category III Faculty

None.



Appendix H – Additional Criteria for Emeritus Status of Faculty

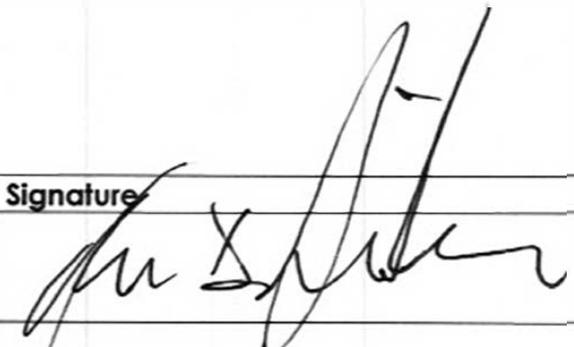
None.



Appendix J- Approval

The Attached Departmental Guidelines for the
Department of Health Professions
College of Professional Studies
Metropolitan State University of Denver

Departmental Guidelines for Faculty Evaluation Approval for the
2020-2021 Academic Year

Approvals	Signature	Date
Chair		3/3/20
Dean		03.05.2020
VP Academic Affairs	Bill Henry for Vicki Golich	6/16/20