Department: Communication Studies

Faculty Evaluation Guidelines
Effective August 1, 2020

Approvals:

Department Chair _____ **Date: 2/8/20**

Dean _____ **Date** **05/08/20**

VPAA _____ **Date** _____

AREAS OF PERFORMANCE
(as stated in the Faculty Employment Handbook)

MSU Denver faculty are reviewed on their performance in three areas: teaching, scholarly activities, and service. All relevant and official information may be considered in the course of any review or evaluation.

CRITERIA

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

a. **Teaching**: Teaching is the act of creating and maintaining an environment which enhances the opportunities for student learning and discipline-related growth; it includes advising students to facilitate graduation and to transition to post-baccalaureate careers or further educational opportunities. Effective teachers display knowledge of their subject matters in the relevant learning environment (classroom, on-line, hybrid, field work, etc.), which typically includes the skills, competencies, and knowledge in a specific subject area in which the faculty member has received advanced experience, training, or education.

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

c. **Service**: Faculty engage in service when they participate in the shared governance and good functioning of the institution; service to the institution can be at the program, department, school, or college 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.

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

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:

1. 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.
2. Adherence to accepted standards of professional conduct as established by the Handbook and AAUP.
3. 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.
4. 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.
5. 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.
6. Faculty shall, as established by departmental policies, adopt such procedures as necessary to assure that adequate and accurate records of student performance are maintained.
7. Full-time faculty shall establish, post, and keep a minimum of 5 office hours weekly during each academic term of the regular academic year.
8. The normal teaching load for full-time faculty is 24 semester credit hours per academic year.
9. 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.
10. 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.
11. Faculty shall respond to emails in a timely manner as established by their departmental policies.

CANDIDATES FOR TENURE AND PROMOTION
FROM ASSISTANT TO ASSOCIATE PROFESSOR

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

COMM RATING SCALE

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

Meets Standards: Faculty member has meets standards in the areas of teaching, scholarly activity, service, and other duties as specified in the "Expectations for Tenure and Promotion from Assistant to Associate Professor" section of this document.

Needs Improvement: Faculty member needs improvement in at least 1 of the areas of teaching, scholarly activity, or service as specified in the "Expectations for Tenure and Promotion from Assistant to Associate Professor" section of this document.

EXPECTATIONS FOR TENURE AND PROMOTION FROM ASSISTANT PROFESSOR TO ASSOCIATE PROFESSOR
2020-2021 (Updated 11/11/2019)

Candidates for tenure are evaluated by the guidelines in place at the time of their hiring. In COMM we value teaching as the core of our mission. Scholarship that adds to our teaching and contributes to our discipline is expected. We value collaboration and meaningful service in our department, and profession. We look for integration between discipline/course topics, scholarly activities and service. In addition to meeting the contractual responsibilities defined in the Faculty Employment Handbook, candidates for tenure are expected – at a minimum – to meet the following criteria:

TEACHING	SCHOLARLY ACTIVITIES	SERVICE
T.1 Maintain a consistently high-quality classroom environment as demonstrated through course delivery, content and design and use of multiple pedagogies	**SA.1** Develop a record of excellence in scholarship that shows consistent, ongoing and substantive activity/development throughout probationary period.	**S.1** Engage in continuous (as evaluated by faculty) service activities in department and college/university
T.2 Integrate scholarly activities and knowledge into teaching	**SA.2** Complete at least two scholarly outcomes (no expectation for first- or sole-authorship) evaluated by the department faculty as appropriate and sufficient, in any combination from the following.	**AND**
T.3 Include activities and/or assignments that provide a practical application of course material		**S.2** Use disciplinary or professional expertise to make a significant contribution to:
T.4 Update and modify courses to ensure currency	**SA.2.1** A disciplinary, pedagogical or creative scholarly work accepted in an academic peer-reviewed publication	**S.2.1** one's professional organization
T.5 Actively participate in department and school assessment activities and implement changes as determined by department faculty	**SA.2.2** A communication-focused, peer-reviewed scholarly book published by academic press.	**OR**
T.6 Earn student ratings of instruction that consistently rate teaching as good or better as defined by the SRI instrument. (Not lower than 4.0 on the current instrument).	**SA.2.3** A peer-reviewed textbook that is peer reviewed and published by academic press and available for audience outside of the institution	**S.2.2** the community outside of the college
T.7 Provide student advising that is thorough, accurate and uses professional knowledge and contacts to inform advising	**SA.2.4** Book chapter related to communication phenomenon published by academic press.	
	SA.2.5 Presentations at regional, national or international professional academic meetings. Two to four evaluated by COMM faculty.	
	SA.2.6 Equivalent as evaluated by department faculty (for example encyclopedia entries, online journal or conference proceedings)	

PROMOTION

Candidates for promotion will be evaluated and meet the performance expectations in the areas of teaching, scholarly activities, and service defined in the Faculty Employment Handbook. Promotion can only be granted based on a comprehensive evaluation based on performance already demonstrated. Following faculty submission of a Promotion Portfolio, reviews shall be conducted by the following:

1. The Department/Peer Review Committee
2. The Department Chair
3. The School Review Committee
4. The School Dean.
5. The Faculty Senate Retention, Tenure, and Promotion Committee
6. The Provost.

Faculty applying for promotion may use their tenure Portfolio – or, where relevant, their Post-Tenure Review Portfolio – if both reviews occur in the same academic year and if time in rank warrants it. Failure to recommend promotion shall not preclude a faculty member's application for promotion from proceeding to the next level of the review process. There is no appeal for a denial of promotion. A faculty member who is denied promotion may apply for promotion in any subsequent year.

Candidates for promotion must have met the following minimum time-in-rank to be eligible for promotion to a higher rank, regardless of discipline:

A. *Assistant Professor*: no requirement
B. *Associate Professor*: minimum of six years total in rank as Assistant Professor at a regionally accredited baccalaureate-granting institution of higher education, two of which must have been at Metro State; the six-year minimum may be relaxed for faculty seeking the award of early tenure and simultaneous appointment to the rank of Associate Professor.
C. *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. For promotion to Professor, there is an expectation for a record of significant accomplishment in all three areas.
D. In determining years in rank, the current year (year in progress) during which application for promotion is made is counted as a year of service toward the requirement for time in rank.

PORTFOLIOS FOR PROMOTION

Promotion to Associate Professor
Faculty seeking promotion to Associate Professor without application for tenure shall include the same documentation items as delineated below for Portfolios for promotion to Professor.

Promotion to Professor
Portfolio shall include the following, as outlined in the Faculty Employment Handbook:
1. Cover Sheet

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2. Narrative Statement – 3-8 pages in length– presenting a reflective self-assessment to highlight accomplishments and indicate plans for the future. This statement should present one's best case to disciplinary colleagues and to colleagues across the University community.
3. Annotated Curriculum Vitae listing comprehensive and detailed faculty work in the areas of performance. (An example of an annotated CV can be found in the Guidebook for Portfolio Preparation, published by the Office of the Provost.) Annotations should provide brief explication of scholarly work completed or in progress or of service contributions. When possible, listings should include World Wide Web citations.
4. Student Ratings of instruction as outlined in the Faculty Employment Handbook
5. 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.
6. Reassigned time reports and evaluations, when relevant, since most recent major review
7. Additional materials to document the work the faculty member has done (as many as nine items or as few as four items). At least two must be from the Teaching category and one each from the Scholarly Activities and Service categories.
8. 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.

NOTE: For promotion to Professor, there is an expectation of significant accomplishment in all three areas of performance.

COMM RATING SCALE

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

Meets Standards: Faculty member meets the expectations for promotion or PTR as identified in this document.

Needs Improvement   Faculty member does not meet the expectations in at least 1 of the areas of teaching, scholarly activity, or service as specified in the "Expectations for Promotion or PTR".

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DEPARTMENT EXPECTATIONS FOR PROMOTION TO PROFESSOR
2020-2021 (Updated 11/11/2019)

Tenured faculty going up for promotion will be evaluated by the guidelines in place during their last major review. In COMM we value teaching as the core of our mission, scholarship that strives for high standards and contributes to our discipline, and service that supports our university and discipline. We expect that there is integration between discipline/course topics, scholarly activities and service. In addition to meeting the contractual responsibilities defined in the Handbook for Professional Personnel, candidates for promotion are expected – at a minimum – to meet the following criteria:

TEACHING	SCHOLARLY ACTIVITIES	SERVICE
T.1 Maintain a consistently high-quality classroom environment as demonstrated through course delivery, content and design using multiple pedagogies **T.2** Integrate scholarly activities and knowledge into teaching **T.3** Include activities and/or assignments that provide a practical application of course material **T.4** Update and modify courses to ensure currency **T.5** Actively participate in department and school assessment activities and implement changes as determined by department faculty **T.6** Earn student ratings of instruction that consistently rate teaching as good or better as defined by the SRI instrument. (Not lower than 4.0 on the current instrument). **T.7** Provide student advising that is thorough, accurate and uses professional knowledge and contacts to inform advising **T.8** Lead significant curriculum revision or innovation **T.9** Teach a variety of courses	**SA.1** Maintain a record of excellence in scholarship that shows consistent and substantive activity throughout academic career with a minimum of four scholarly activities in the previous five-year period. These expectations are dependent on adequate funding. **SA.2** Demonstrate a significant contribution to the discipline. **SA.3** Accomplish scholarly activities evaluated by the department faculty as appropriate and sufficient for promotion. There is no expectation that activities be sole- or first-authored. **SA.3.1** Multiple peer-reviewed presentations of scholarly or creative works accepted for presentation at professional academic meetings **SA.3.2** Disciplinary, pedagogical or creative works accepted in a peer-reviewed academic publication. **SA 3.3** Publication of an invited or refereed book chapter in area of expertise **SA.3.4** Publication of a peer-reviewed book or textbook in area of expertise by a reputable academic publishing house. **SA.3.5** Disciplinary or creative work accepted for publication in the popular press **SA.3.6** Equivalent as determined by department faculty	**S.1** Engage in continuous service activities in department **AND** **S.2** Use disciplinary or professional expertise to make a significant contribution to: **S.2.1** The university **OR** **S.2.2** one's professional organization **OR** **S.2.3** the community outside of the college **AND** **S.3** Serve in a leadership role in the university, community or professional organization **AND** **S.4** Mentor new faculty

POST-TENURE REVIEW

Post-tenure review is a comprehensive evaluation of the performance of tenured faculty, conducted on a five-year cycle. Where appropriate, faculty may submit a Portfolio for promotion in lieu of a Post Tenure Review if both reviews occur in the same academic year and if time in rank warrants it. Following faculty submission of a Portfolio for Post-Tenure Review, reviews shall be conducted in accordance with procedures outlined in the Faculty Employment Handbook. It is the responsibility of the faculty member to submit Post-Tenure Review Portfolio according to the appropriate five-year cycle, following the deadlines outlined in the Procedural Calendar.

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PORTFOLIOS FOR POST-TENURE REVIEW

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

1. Cover Sheet
2. Narrative Statement – 1-3 pages in length – presenting a reflective self-assessment, to highlight accomplishments and indicate plans for the future. This statement should present one's best case to disciplinary colleagues and to colleagues across the College community.
3. Annotated Curriculum Vitae listing comprehensive and detailed faculty work in the Areas of Performance. (An example of an annotated CV can be found in the Guidebook for Portfolio Preparation, published by the Office of the Provost.) Annotations should provide brief explication of scholarly work completed or in progress or of service contributions. When possible, listings should include World Wide Web citations.
4. All Student Ratings of Instruction since the last comprehensive evaluation.
5. Letters of Review from the most recent comprehensive evaluation, e.g., tenure, promotion, or post tenure review
6. Reassigned Time Reports and Evaluations since the last comprehensive evaluation.
7. No additional materials for review beyond what is required in Department Guidelines
8. No additional peer observations beyond what is required in Department Guidelines
9. 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 SUCCESFUL POST-TENURE REVIEW
2020-2021 (Updates 11/11/2019)

In COMM we value teaching as the core of our mission, scholarship that strives for high standards and contributes to our discipline, and service that supports our university and discipline. We expect that there is integration between discipline/course topics, scholarly activities and service. In addition to meeting the contractual responsibilities defined in the Faculty Employment Handbook, a successful post-tenure review addresses each of the following areas since the tenured faculty member's most recent comprehensive evaluation, e.g., tenure, promotion, or post tenure review.

TEACHING	SCHOLARLY ACTIVITIES	SERVICE
T.1 Maintain a consistently high-quality classroom environment as demonstrated through course delivery, content and design effectively using multiple pedagogies	**SA.1** Maintain a record of scholarship that shows consistent activity and development since the last evaluation.	**S.1** Engage in continuous service activities in department **AND** **S.2** Use disciplinary or professional expertise to make a contribution in one of these areas:
T.2 Integrate scholarly activities and knowledge into teaching	**SA.2** Accomplish a minimum of one of the following peer-reviewed scholarly activities related to the discipline:	**S.2.1** One's professional organization
T.3 Include activities and/or assignments that provide a practical application of course material	**SA.2.1** Peer-reviewed presentation of scholarly or creative work accepted for presentation at regional or national professional academic meetings	**S.2.2** The college or university **S.2.3** The community
T.4 Update and modify courses to ensure currency		
T.5 Actively participate in department and school assessment activities and implement changes as determined by department faculty	**SA.2.2** Disciplinary, pedagogical or creative work accepted in a peer-reviewed academic journal	
	SA.2.3 Publication of an invited or refereed book chapter in area of expertise	
T.6 Earn student ratings of instruction that consistently rate teaching as good or better as defined by the SRI instrument. (Not lower than 4.0 on the current instrument).	**SA.2.4** Publication of a peer-reviewed book or textbook in area of expertise by a reputable academic publishing house	
T.7 Provide student advising that is thorough, accurate and uses professional knowledge and contacts to inform advising	**SA.2.5** Equivalent as determined by department faculty	

EXPECTATIONS FOR NOMINATION TO EMERITUS PROFESSOPR
2020-2021 (Updated 11/11/2019)

In keeping with the Faculty Employment Handbook, Communication Studies faculty will be eligible to be nominated by their COMM colleagues to be conferred the status of Emeritus Professor. At a minimum, faculty must have completed ten years or more of full-time service at the University, equivalent to their highest professional rank. Candidates will be expected to have, at a minimum, the following criteria

TEACHING	SCHOLARLY ACTIVITIES	SERVICE

T.1 Having maintained a excellence in the classroom as demonstrated through course delivery, content and design effectively using multiple pedagogies
 	
T.2 Consistent integration of scholarly activities and increased knowledge into teaching
 	
T.3 Demonstrated leadership in instruction for Department faculty by providing guidance and direction for curricula
 	
T.4 Evidence of long-standing disciplinary expertise either through creation of new courses or significant revision of existing courses.
 	
T.5 Teaching a variety of courses, demonstrating breadth of proficiency in instruction.
 	
T.6 Provided contributions to Department culture of assessment.
 	
T.7 Demonstrate teaching that is meritorious, in keeping with Emeritus status. Portfolio evidence might include one or more of the following: SRI ratings *usually* above 4.5 on the current instrument, since the candidate's most recent prior promotion; teaching awards; exemplary peer observation; video evidence of impactful teaching practices; or student testimonials.
 	
T.8 Contributed a significant history of student advising that was thorough and precise and contributed to student achievement.
	SA.1 Maintained a record of excellence scholarship that showed consistent and substantive activity
	
	SA.2 Demonstrated continuing development in scholarship toward the conclusion of academic career in scholarly activities.
	
	SA.3 Evidence of a significant contribution to the discipline during career.
	
	SA.4 Engaged as appropriate in various scholarly activities, which may have included:
	
	SA.5.1 Multiple peer-reviewed presentations of scholarly or creative works accepted for presentation at regional or national professional academic meetings
	
	SA.5.2 Disciplinary, pedagogical or creative works accepted in a peer-reviewed academic journal
	
	SA.5.3 Publication in various venues, e.g., book, book chapter, textbook, or pedagogical or creative work, evaluated by department faculty as appropriate for consideration.
	
	SA.5.4 Equivalent as determined by department faculty.
		S.1 Engage in continuous service activities in department
		
		AND
		
		S.2 Use disciplinary or professional expertise to make a contribution in one of these areas:
		
		   S.2.1 One's professional organization
		
		   S.2.2 The college or university
		
		   S.2.3 The community
		
		S.3 Provided consistent leadership in service to the Department which resulted in its substantial expansion and advancement.

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CATEGORY II AND CATEGORY III FACULTY

Category II Faculty will submit a Portfolio for review.

COMM RATING SCALE

The following rating scale is applied:

Meets Expectations: Faculty member demonstrates quality performance.

Needs Improvement: Faculty member is not meeting expectations

EXPECTATIONS FOR CATEGORY II (FULL-TIME) FACULTY
2020-2021 (Updated 11/11/2019)

In COMM, we value teaching as the core of our mission; scholarship that strives for high standards and contributes to our discipline; and service that supports our university and profession. We expect that Category II faculty focus on teaching and maintain currency in the discipline. In addition to meeting the contractual responsibilities defined in the Faculty Employment Handbook, Category II faculty are expected – at a minimum – to meet the following criteria:

TEACHING

T.1. Follows the approved standard syllabus in teaching assigned courses.

T.2. Maintains a consistently high-quality classroom environment as demonstrated through course delivery, content and design and use of multiple pedagogies

T.3. Includes activities and/or assignments that provide a practical application of course material

T.4. Updates and enriches course with current pedagogical practices.

T.5. Contributes to departmental commitment to developing a culture of assessment.

T.6. Earns student ratings of instruction that are consistently rate teaching as good or better as defined by the SRI instrument (Not lower than 4.0 on the current instrument). When SRI numbers fall more than 10% below departmental average, faculty member responds with adjustments in pedagogy.

T.7. Demonstrates teaching competence through a departmental teaching assessment that may include review of syllabus, materials, pedagogy, and/or observation of teaching.

T.8. Works closely with coordinator and support staff to ensure quality course delivery (i.e. response to emails, grade entry, deadlines, use of equipment, schedule, assessment activities).

SCHOLARSHIP AND/OR SERVICE

If scholarship and/or service are components of the CAT II contract, expectations will be determined with the chair.

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PROMOTION TO SENIOR LECTURER (CATEGORY II) EXPECTATIONS
2020-2021 (Updated 11/11/2019)

In keeping with the guidelines in the Faculty Employment Handbook, a Lecturer in a Category II position may be promoted to Senior Lecturer based upon the faculty member's performance during Lecturer status and upon consideration of the following criteria:

TEACHING

T.1. Teaching history in COMM of a total of at least six years at the Lecturer level (at least three of which must have been consecutive and at least one of which must have been within 18 months of the Senior Lecturer appointment) of performance in the COMM department;

T.2. Having maintained during the Lecturer period a consistently high-quality classroom environment as demonstrated through course delivery, content, and design of and use of multiple pedagogies.

T.3. Evidence during Lecturer period of improvement of teaching through enrichment of courses by employing innovative pedagogical practices, as documented by appropriate Departmental evaluation practices.

T.4. Evidence of having updated courses with current curricular subject matter in the communication discipline.

T.5. Engaged in the Department's commitment to developing a culture of assessment.

T.6. Demonstrate teaching that is meritorious, in keeping with Senior Lecturer status. Portfolio evidence might include one or more of the following: SRI ratings *usually* above 4.5 on the current instrument, since the candidate's most previous prior promotion; teaching awards; exemplary peer observation; video evidence of impactful teaching practices; or student testamonials.

T.7. Demonstrated teaching proficiency through a departmental teaching assessment that may include review of syllabus, materials, pedagogy, and/or observation of teaching.

T.8. Works closely with Department faculty and staff to ensure quality course delivery including enhanced communication, use of equipment, assessment activities, and other markers of teaching quality.

T.9. As per the Faculty Employment Handbook guidelines for Senior Lecturer (III.A.2.a.(4).(d).(ii), "A reduced teaching load may be offered for other performance expectations and support…" such as service.

SCHOLARSHIP AND/OR SERVICE

If scholarship and/or service are components of the CAT II contract, expectations will be determined with the chair.

EXPECTATIONS FOR CATEGORY III (AFFILIATE) FACULTY

In COMM, we value teaching as the core of our mission; scholarship that strives for high standards and contributes to our discipline; and service that supports our university and profession. We expect that Category III faculty focus on teaching and maintain currency in the discipline. In addition to meeting the contractual responsibilities defined in the Faculty Employment Handbook, Category III faculty are expected – at a minimum – to meet the following criteria:

TEACHING

- Adheres to the approved standard syllabus in teaching the course.

- Maintains a consistently high-quality classroom environment as demonstrated through course delivery, content and design and use of multiple pedagogies

- Includes activities and/or assignments that provide a practical application of course material

- Updates and enriches course with current pedagogical practices.

- Contributes to departmental assessment activities and implement changes as determined by department faculty

- Earns student ratings of instruction that are consistently near the department average for courses of the same level, delivery mode or comparable content.

- When SRI numbers fall more than 10% below departmental average, faculty member responds with adjustments in pedagogy.

- Applies development feedback to the classroom from an annual peer observation

- Works closely with coordinator and support staff to ensure quality course delivery (i.e. response to emails, grade entry, deadlines, use of equipment, schedule, assessment activities)

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