



METROPOLITAN
STATE UNIVERSITYSM
OF DENVER

School of Education

Teach. Lead. Transform

Faculty Evaluation Guidelines

School of Education Guidelines

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Department Mission Statement

The School of Education at Metropolitan State University of Denver prepares people who will **Teach, Lead, and Transform**.

Metropolitan State University of Denver School of Education develops excellent teachers and educational leaders who engage in reflective practice and scholarly activity, and who are ethical decision makers and agents of social change.

We do this by

- providing intellectually rigorous, culturally relevant curriculum that fosters pedagogical expertise, cultivates critical thinking, and promotes imagination;
- facilitating clinical placements that incorporate a diversity of perspectives and experiences;
- creating and sustaining mutually beneficial school and community partnerships;
- collaborating across disciplines to advance the scholarship of teaching and learning; and
- attracting and retaining innovative faculty who model expertise within their professional communities.

School of Education Strategic Plan

Teach. Lead. Transform. A Plan for Excellence in Education can be found at:

<http://msudenver.edu/education/about/strategicplan/>

School of Education Faculty Evaluation Requirements

The following guidelines apply to tenure-track faculty and incorporate changes to the latest edition of the Handbook for Professional Personnel.

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 Handbook for Professional Personnel 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.

As per the requirements of the Handbook for Professional Personnel (2015), "The revised guidelines will be effective immediately for faculty hired in the next academic year. For untenured faculty members the revised guidelines will be effective upon completion of their tenure/early tenure review. For tenured faculty members the revised guidelines will be effective upon completion of their next significant evaluation (i.e., promotion or post-tenure review) or immediately, if the next significant evaluation is

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more than three years away. Under extremely rare circumstances, changes can be made effective immediately (triggered, for example, by discipline-specific accreditation standards) if a majority of tenure-line faculty in an academic department and the relevant College/School Dean agree such changes are needed and reasonable" (p.19).

The School of Education is committed to a holistic view of the tenure candidate in terms of evaluating his/her performance as part of the overall 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. In addition, the following requirements must be observed:

- 1) All activities completed as part of reassigned time must be reported in the Teaching section of the portfolio. These activities may not count toward service or scholarship; however, related, unique activities may be reported in other sections.
- 2) Candidates should be aware that activities/accomplishments in Teaching, Scholarly Activities, and Service that are specific to a particular review period (i.e., tenure/associate, professor or post tenure review) cannot be reported again for a subsequent review period.
- 3) Activities that occur between review cycles (e.g., after a tenure portfolio is submitted, but before tenure is actually awarded) may be reported for the next review period. For example, a manuscript that is under review when a portfolio is submitted cannot be counted as a publication for the current review, but should the manuscript be published before tenure is actually awarded, it can be counted for the subsequent review. All activities must occur and be reported according to the following defined review periods unless a different time period has been negotiated between MSU Denver and the faculty member and **all levels of review must confine their evaluation of materials to these:**
 - Tenure/Promotion to Associate – from month of MSU Denver appointment to submission of portfolio.
 - Promotion to Full – from month after submission of successful portfolio for tenure and/or promotion to Associate to submission of portfolio.
 - Post Tenure Review – from month after submission of portfolio for tenure or previous post tenure review to submission of portfolio for current post tenure review.

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

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

Teaching

The School of Education values quality teaching with a focus on student learning that supports development of the knowledge and skills necessary to be an effective professional educator in the field. Earning tenure requires faculty to model excellent instruction, and continue professional growth and development to the extent that students benefit from their unique expertise. 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. Faculty members are encouraged to employ innovative and creative teaching methods and technology that stimulate learning through a multifaceted teaching and learning environment. Given the diverse nature of our student body, teaching and advising that supports student success and increases cultural awareness is highly valued.

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 Handbook for Professional Personnel:

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 know/edge/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, post-baccalaureate and graduate 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:

1. Content Expertise:

- Stays current with information presented in classes.
(For example, attending conferences and other professional development activities, reading scholarly journals and books, participating in professional book clubs and organizations, creating web resources, etc.)

2. Instructional Design:

- Updates courses and participates in curriculum development and maintenance.
(For example, updating syllabi, assignments, assessments and teaching materials, developing new courses or modifying existing courses [i.e., resident, hybrid or online], participating in field experiences and school or community partnerships, etc.)

3. Instructional Delivery:

- Demonstrates effective course organization, teaching strategies and use of supportive materials.
(For example, uses instructional technologies, such as presentation tools and multimedia resources, handouts, peer or informal student evaluations, etc.)
- Receives student ratings and comments from course evaluations (i.e., SRIs or other University approved evaluations) that generally reflect positively on instructional delivery and demonstrates effort to address patterns of student concerns. All factors will be taken into consideration when reviewing the evaluation including, but not limited to: teaching a new course for the first time, trying an innovative or new pedagogical technique, or course format (i.e., resident, hybrid, or online), class size, response rate, upper or lower division, undergraduate or graduate, required or elective, number of course preparations, etc.)

4. Instructional Assessment:

- Demonstrates effective evaluation of student learning using a variety of assessments.
(For example, uses different methods for students to express knowledge, uses student dispositions process, uses University assessment systems, etc.)

5. Advising

- Meets School and Department requirements for posting hours, keeping advising schedule, meeting with students at other times as needed, using alternative means of advising, and fulfilling other requirements for advising.
(For example, attends advising trainings, participates in campus advising events, etc.)
- Uses required electronic advising systems for documenting faculty-student interactions

Scholarly Activities

The School of Education values faculty scholarship. Faculty are expected to engage in ongoing professional development and scholarly activities 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 the scholarly discussions by sharing their knowledge via presentations, publications, and other appropriate forms of scholarship in forums in which scholarly activities are peer reviewed.

From the latest edition of the Handbook for Professional Personnel,

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, 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:

The faculty member must complete peer reviewed professionally adjudicated activities as listed below specific to discipline(s) in their field to be eligible for tenure, which include a minimum of five peer reviewed works, one of which must be a publication or grant (> \$100,000). Publications in predatory or vanity publications or self-published works do not meet this standard. A scholarly publication will be evaluated on its merits regardless of the number and order of authors; however, individual contributions must be described. Scholarly works accepted for publication or grants awarded at the time the portfolio leaves the School of Education meet this standard.

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Examples include:

- Publication of a paper in an academic/scholarly journal. Journal articles must be peer reviewed and scholarly in nature and written for academic or professional/practitioner audiences (see Cabell's or similar directories of scholarly journals for examples).
- Publication of peer reviewed scholarly/academic book, textbook, or book chapter by a nationally recognized academic publisher.
- Receipt of a sizable (>\$100,000) peer reviewed, competitive grant from a recognized external entity that results in the faculty member creating a product of educational significance to schools, the SOE or University (e.g., paper, media production, program, 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 application.
- Peer-reviewed presentations of the faculty member's original work for a professional or scholarly/academic meeting/conference. Presentations given prior to the time the portfolio leaves the School of Education meet this standard.

Service

The School of Education 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 School of Education, and the University. Faculty are expected to engage in service on an ongoing basis throughout their career at Metropolitan State University of Denver, though the type and nature of the service may vary. The School of Education 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 Handbook for Professional Personnel:

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, school, 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:

Demonstration of 1) breadth of service (variety of service activities), 2) depth of service (leadership and time spent) and 3) impact of service (specific outcome) in some combination of the following service activities:

- Within the institution at the University, School, Department or program level

AND

- Outside the institution in the community or profession including school partnerships, service learning experiences and other professional community contributions

(For example, unpaid public service to community and/or professional organizations, committees, projects, advisory boards, program coordination, review of journal articles, chapters or books, program evaluation [i.e., yearly assessment reports, program review, and accreditation/authorization], etc. Assumption of a leadership role in these endeavors is considered highly valuable. All service should be related to the goals of the University, School, Department, profession and/or provide a professional contribution to the community.)

Faculty Evaluation Guidelines for Promotion to Professor

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The following guidelines apply to tenured faculty and incorporate changes to the latest edition of the Handbook for Professional Personnel.

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 Handbook for Professional Personnel 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 School of Education is committed to a holistic view of the promotion candidate in terms of evaluating his/her performance as part of the overall picture of the work and accomplishments in all three areas. In order to achieve promotion to full-professor, a candidate must show evidence of excellence in teaching as well as 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.

For promotion to professor there is an expectation for a record of significant accomplishment in all three areas (i.e., teaching, scholarly activities, and service) as defined by the Department Guidelines. All activities that were completed after the candidate's portfolio for tenure and/or promotion to associate professor was submitted to the School of Education may be counted toward promotion to professor if they were not used to support candidacy for tenure and/or associate professor promotion.

Teaching

The School of Education 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. Promotion to Professor 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. Faculty members are encouraged to employ innovative and creative teaching methods and technology that stimulate learning through a multifaceted teaching and learning environment. Given the diverse nature of our student body, teaching and advising that supports student success and increases cultural awareness is highly valued.

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 Handbook for Professional Personnel,

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) 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 know/edge/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:

1. Content Expertise:

- Stays current with information presented in classes.
(For example, attending conferences and other professional development activities, reading scholarly journals and books, participating in professional book clubs and organizations, creating web resources, etc.)

2. Instructional Design:

- Updates courses and participates in curriculum development and maintenance.
(For example, updating syllabi, assignments, assessments and teaching materials, developing new courses or modifying existing courses [i.e., resident, hybrid or online], participating in field experiences and school or community partnerships, etc.)

3. Instructional Delivery:

- Demonstrates effective course organization, teaching strategies and use of supportive materials.
(For example, uses instructional technologies, such as presentation tools and multimedia resources, handouts, peer or informal student evaluations, etc.)
- Receives student ratings and comments from course evaluations (i.e., SRIs or other University approved evaluations) that generally reflect positively on instructional delivery and demonstrates effort to address patterns of student concerns. All factors will be taken into consideration when reviewing the evaluation including, but not limited to: teaching a new course, teaching a course for the first time, trying an innovative or new pedagogical technique, or course format (i.e., resident, hybrid, or online), class size, response rate, upper or lower division, undergraduate or graduate, required or elective, number of course preparations, etc.

4. Instructional Assessment:

- Demonstrates effective evaluation of student learning using a variety of assessments.
(For example, uses different methods for students to express knowledge, uses student dispositions, uses University assessment systems, etc.)

5. Advising

- Meets School and Department requirements for posting hours, keeping advising schedule, meeting with students at other times as needed, using alternative means of advising, and fulfilling other

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requirements for advising.

(For example, attends advising trainings, participates in campus advising events, etc.)

- Uses required electronic advising systems for documenting faculty-student interactions.

Scholarly Activities

The School of Education values faculty scholarship and expects faculty to engage in ongoing professional development and scholarly activities 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 the scholarly discussions by disseminating knowledge via presentations, publications, and other appropriate forms of scholarship in forums in which scholarly activities are peer reviewed.

From the latest edition of the Handbook for Professional Personnel,

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, 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:

The faculty member must complete peer or editor reviewed professionally adjudicated activities as listed below specific to discipline(s) in their field to be eligible for professor, which include a minimum of six works, two of which must be publications or grants (>\$100,000). Publications in predatory or vanity publications or self-published works do not meet this standard. A scholarly publication will be evaluated on its merits regardless of the number or order of authors; however, individual contributions must be described. Scholarly works accepted for publication or grants awarded at the time the portfolio leaves the School of Education meet this standard.

Examples include:

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- Articles in academic/scholarly journals. Journal articles must be peer or editor reviewed and scholarly in nature and written for academic or professional/practitioner audiences (see Cabell's or similar directories of scholarly journals for examples).
- Publication of peer or editor reviewed scholarly/academic books, textbooks, or book chapters by a nationally recognized academic publisher.
- Receipt of sizable (>\$100,000) peer reviewed, competitive grants from a recognized external entity that results in the faculty member creating a product of educational significance to the schools, SOE or University (e.g., paper, media production, program, 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 application.
- Peer-reviewed presentations and/or invited national/international presentations of the faculty member's original work for a professional or scholarly/academic conference/congress. Presentations given prior to the time the portfolio leaves the School of Education meet this standard.

Service

The School of Education 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 School of Education, and the University. Faculty are expected to engage in service on an ongoing basis throughout their career at Metropolitan State University of Denver, though the type and nature of the service may vary. The School of Education 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 Handbook for Professional Personnel:

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, school, 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:

Demonstration of 1) breadth of service (variety of service activities), 2) depth of service (leadership and time spent) and 3) impact of service (specific outcome) in some combination of the following service activities:

- Within the institution at the University, School, Department or program level.

AND

- Outside the institution in the community or profession including school partnerships, service learning experiences and other professional community contributions.

(For example, unpaid public service to community and/or professional organizations, committees, projects, advisory boards, program coordination, review of journal articles, chapters or books, program evaluation [i.e., yearly assessment reports, program review, and accreditation/authorization], etc. Assumption of a leadership role in these endeavors is considered highly valuable. All service should be related to the goals of the University, School, Department, profession and/or provide a professional contribution to the community.)

Faculty Evaluation Guidelines for Post- Tenure Review

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The following guidelines apply to tenured faculty and incorporate changes to the latest edition of the Handbook for Professional Personnel.

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 Handbook for Professional Personnel 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 School of Education 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.

All activities that were completed after the candidate's portfolio for tenure and/or promotion was submitted to the School of Education may be counted toward post tenure review if they were not previously used to support candidacy for tenure and/or promotion.

Teaching

The School of Education 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. Faculty members are encouraged to employ innovative and creative teaching methods and technology that stimulate learning through a multifaceted teaching and learning environment. Given the diverse nature of our student body, teaching and advising that supports student success and increases cultural awareness is highly valued.

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 Handbook for Professional Personnel,

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 know/edge/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:

1. Content Expertise:

- Stays current with information presented in classes.
(For example, attending conferences and other professional development activities, reading scholarly journals and books, participating in professional book clubs and organizations, creating web resources, etc.)

2. Instructional Design:

- Updates courses and participates in curriculum development and maintenance.
(For example, updating syllabi, assignments, assessments and teaching materials, developing new courses or modifying existing courses [i.e., resident, hybrid or online], participating in field experiences and school or community partnerships, etc.)

3. Instructional Delivery:

- Demonstrates effective course organization, teaching strategies and use of supportive materials.
(For example, uses instructional technologies, such as presentation tools and multimedia resources, handouts, peer or informal student evaluations, etc.)
- Receives student ratings and comments from course evaluations (i.e., SRIs or other University approved evaluations) that generally reflect positively on instructional delivery and demonstrates effort to address patterns of student concerns. All factors will be taken into consideration when reviewing the evaluation including, but not limited to: teaching a new course, teaching a course for the first time, trying an innovative or new pedagogical technique, or course format (i.e., resident, hybrid, or online), class size, response rate, upper or lower division, undergraduate or graduate, required or elective, number of course preparations, etc.

4. Instructional Assessment:

- Demonstrates effective evaluation of student learning using a variety of assessments.
(For example, uses different methods for students to express knowledge, uses student dispositions process, uses University assessment systems, etc.)

5. Advising

- Meets School and Department requirements for posting hours, keeping advising schedule, meeting with students at other times as needed, using alternative means of advising, and fulfilling other requirements for advising.

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(For example, attends advising trainings, participates in campus advising events, etc.)

- Uses required electronic advising systems for documenting faculty-student interactions
- Meets Handbook and Department requirements for posting hours, keeping advising schedule, meeting with students at other times as needed, using alternative means of advising, and fulfilling other requirements for advising.

(For example, attends advising trainings, participates in campus advising events, etc.)

- Uses required electronic advising systems for documenting faculty-student interactions.

Scholarly Activities

The School of Education values faculty scholarship and expects faculty to engage in ongoing professional development and scholarly activities 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 the scholarly discussions by disseminating knowledge via presentations, publications, and other appropriate forms of scholarship in forums in which scholarly activities are peer reviewed.

From the latest edition of the Handbook for Professional Personnel,

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, 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:

The faculty member must complete a minimum of two peer or editor reviewed professionally adjudicated activities as listed below specific to discipline(s) in their field for post tenure review. Publications in predatory or vanity publications or self-published works do not meet this standard. A scholarly publication will be evaluated on its merits regardless of the number or order of authors; however, individual contributions must be explained. Scholarly works accepted for publication or grants awarded at the time the portfolio leaves the School of Education meet this standard.

Examples include:

- Articles in academic/scholarly journals. Journal articles must be peer or editor reviewed and scholarly in nature and written for academic or

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- professional/practitioner audiences (see Cabell's or similar directories of scholarly journals for examples).
- Publication of peer or editor reviewed scholarly/academic books, textbooks, or book chapters by a nationally recognized academic publisher.
 - Receipt of sizable (>\$100,000) peer reviewed, competitive grants from a recognized external entity that results in the faculty member creating a product of educational significance to the schools, the SOE or University (e.g., paper, media production, program, 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 application.
 - Peer-reviewed presentations and/or invited national/international presentations of the faculty member's original work for a professional or scholarly/academic conference/congress. Presentations given prior to the time the portfolio leaves the School of Education meet this standard.

Service

The School of Education 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 School of Education, and the University. Faculty are expected to engage in service on an ongoing basis throughout their career at Metropolitan State University of Denver, though the type and nature of the service may vary. The School of Education 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 Handbook for Professional Personnel:

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, school, 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:

Demonstration of 1) breadth of service (variety of service activities), 2) depth of service (leadership and time spent) and 3) impact of service (specific outcome) in some combination of the following service activities:

- Within the institution at the University, School, Department or program level

AND

- Outside the institution in the community or profession including school partnerships, service learning experiences and other professional community contributions

(For example, unpaid public service to community and/or professional organizations, service includes committees, projects, advisory boards, program coordination, review of journal articles, chapters or books, program evaluation [i.e., yearly assessment reports, program review, and accreditation/authorization], etc. Assumption of a leadership role in these endeavors is considered highly valuable. All service should be related to the goals of the University, School, Department, profession and/or provide a professional contribution to the community.)

Category II Faculty Eligible for Reappointment, Multi- year Contract, or Promotion to Senior Lecturer Evaluation Guidelines

Teach. Lead. Transform.

School of Education Guidelines

The following guidelines apply to Category II faculty and incorporate changes to the latest edition of the Handbook for Professional Personnel.

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 Handbook for Professional Personnel 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 School of Education is committed to a holistic view of Category II faculty in terms of evaluating his/her performance as part of the overall 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 School of Education 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 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. Faculty members are encouraged to employ innovative and creative teaching methods and technology that stimulate learning through a multifaceted teaching and learning environment. Given the diverse nature of our student body, teaching and advising that supports student success and increases cultural awareness is highly valued.

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 Handbook for Professional Personnel,

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 know/edge/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:

1. Content Expertise:

- Updating courses taught and staying current in information presented in classes.

2. Instructional Design:

- Design course objectives, syllabi, materials, activities, and experiences that are conducive to learning.

3. Instructional Delivery:

- Demonstrates appropriate and effective use of class delivery to achieve course objectives.
- Student ratings and comments from course evaluations are in line with the department norms.
- At least one summative peer review must be included in the tenure portfolio. Additional formative peer evaluations may be required by the department.

4. Instructional Assessment:

- 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.

5. Advising

- Meets School and Department requirements and departmental norms for posting of hours, keeping schedule, use of alternative means of advising, meeting with students at other times as needed, and other requirements for advising.
- Uses required electronic advising systems for documenting faculty-student interactions.

Reduced Teaching Load Assignments

Excerpt from the latest edition of the Handbook for Professional Personnel:

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

Portfolio Development

Excerpt from the latest edition of the Handbook for Professional Personnel:

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:

1) Cover Sheet

- *Published by the Office of the Provost; and*
- *Used to record recommendations for/against reappointment, promotion, or multi-year contracts*

2) Narrative

- *Is a one-page statement describing how the faculty member has met expectations for assigned duties/responsibilities;*
- *Presents a reflective self-assessment, highlights accomplishments, and indicates plans for the future;*

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- *Should present one's best case to disciplinary colleagues and administrative levels of review; and*
 - *If seeking promotion to Senior Lecturer or a Multi-Year Contract, this should be noted in the first paragraph of the statement.*
- 3) *Annotated Curriculum Vitae (see Chapter V.C.1.b{3) for definition of "Annotated Curriculum Vitae")*
 - 4) *Student Ratings of Instruction per Chapter VI.B.1*
 - 5) *Peer Observations as delineated above in Chapter VI.B.2.a(1).*

Other documents as determined by the Department (course syllabi, exams, assignments, assessments, evidence of scholarly activities or service, etc.)

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

Appendix A – Professional Standards for Faculty

The faculty member must meet the contractual responsibilities defined these guidelines and adhere to all policies and procedures set forth in the latest edition of the Handbook for Professional Personnel 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 therefrom.
10. Attends departmental and other faculty meetings.

Appendix B – Professional Standards for Category II Faculty

The faculty member must meet the contractual responsibilities defined these guidelines and adhere to all policies and procedures set forth in the latest edition of the Handbook for Professional Personnel 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 may 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 therefrom.
10. Attends departmental and other faculty meetings.

School of Education Guidelines

Appendix C – Approval

Metropolitan State University of Denver Departmental Faculty Evaluation Guidelines

Approval starting for the **2017-2018** Academic Year

Approvals:

Chair: Dorah Hwan Date 11/28/16

Chair: Cynthia Lindquist Date 11/28/16

Chair: [Signature] Date 11/21/2016

Dean: Elizabeth A. Hall Date 11/21/2016

Provost: [Signature] Date: 11/21/2016