Department Guidelines for Faculty Evaluation
School of Hospitality

Contents

Rationale for Differentiated Workload

MSU Denver is currently contemplating a change to the existing workload default of a 4-4 course load for tenure/tenure-track faculty. In advanced of these developments, SOH is currently working on a differentiated workload/faculty guidelines for SOH faculty.

The SOH differentiated workload model is based upon our ability to attract the most diverse national/international faculty in order to remain competitive in the hospitality and tourism fields by attracting and retaining faculty.

The SOH differentiated workload models herein stands alone as a differentiated model and is not based on the work of the MSU Denver Work-Load Task Force. This model stands alone and will not be impacted by any University default changes; any changes at the university level will not anticipate any changes to the SOH model.

Overview of Differentiated Workload Areas of Performance and Criteria

University faculty members are reviewed on their performance in the following three areas: teaching, scholarly activities, and service. In the SOH, in consultation with the department chair, tenure/tenure-track faculty may request a 4-4 teaching load, a 3-3 teaching load, or a 2-2 teaching load based on appointment. The department chair will make a recommendation to the dean as to the teaching load assignment, and the Dean will make the final decision on workload.

Over the course of a year, there is an expectation of a 30-credit equivalency, with 3 credit hours equivalent to be about 8 hours a week. For example, in a 3-credit class, a faculty member would be meeting 2.75 hours/week in class and about 5.25 hours devoted to class prep and class-related activities per class. Similarly, reassignment for scholarship or service would equate to about 8 hours of tasks associated with the reassigned time.

Examples of Annual Workload

	Teaching Load 5-5**	Teaching Load 4-4	Teaching Load 3-3	Teaching Load 2-2
Teaching	5-5*	4-4*	3-3*	2-2*
Scholarship	None	Approximately 4 hours a week, **resulting in 2 outputs annually**	Approximately 8 hours a week, **resulting in 3 outputs annually**	Approximately 16 hours a week, **resulting in 4 units annually**
Service	None	Approximately 4 hours/week	Approximately 8 hours/week	Approximately 8 hours/week
Administration	None	As needed		

*assuming 3-hour courses per semester
**not available for tenure/tenure-track faculty

Additional Comments:
All faculty are expected to attend department and school meetings, retreats, etc.

Differentiated workload should be discussed with Department Chair and will be supported based on department need and demonstrated success of scholarship productive activity. The Department Chair will make a recommendation to the Dean, who will make the final determination. Existing tenure-track faculty who currently fall under a different year's department guidelines are eligible for consideration of a differentiated workload pending recommendation of the department chair and approval of the dean. Any tenure-track faculty who are granted a differential load will be required to acknowledge, in writing, that they will be evaluated under the 2021 guidelines annually and at promotion/tenure/post-tenure review. For faculty whose differentiated workload transitions in the middle of a promotion or review period, expectations will be prorated accordingly to various time credited under previous the workload. Any such transition will be reduced to writing and agreed upon by the faculty member and Department Chair and approved by the Dean.

Transitions among workloads are discouraged and will not be considered or supported if requested in response to needed improvements in performance.

Only under extreme circumstances will a move from a higher scholarship focused workload to a higher teaching workload be considered. For example, moving from a 4/4 to a 2/2 course load may be acceptable in an extreme circumstance, but moving from a 2/2 course load would not be acceptable.

Professional Standards

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

- Timely performance of responsibilities specified in the faculty member's contract and the Handbook (in accordance with the academic and procedural calendars).

- Adherence to accepted standards of professional conduct.

- 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 byclass assignment.

- Faculty shall present to all students attending class, within the time span establishedby departmental policy, a course description, their NC policy, grading criteria, and special notices required by law or institutional policy (see Academic Policy Manual).

- Faculty shall, as established by departmental policies, adopt such procedures as necessary to assure that adequate and accurate records of student performance are maintained.

- Faculty shall establish, post, and keep a minimum of 5 office hours weekly during each academic term of the regular academic year.

- 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.

- Faculty shall submit a copy of their syllabi at the beginning of each semester to the department and will keep their syllabi in the learning management system for student access.

- Faculty shall comply with all federal and state laws relating to the acquisition, handling, and disposal of hazardous materials and by-products or wastes there from.

- Attend departmental, retreats, and other faculty meetings.

Teaching

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

Effective teachers maintain high academic standards, prepare students for professional work and development, facilitate student achievement, and provide audiences for student work. At the instructional level, the most important responsibilities of a teacher to his/her/their students include the following:

(1) Content Expertise – to demonstrate knowledge and/or relevant experience: effective teachers display knowledge of their subject matters in their relevant learning environment which typically includes the skills, competencies, and knowledge in a specific subject area in which the faculty member has received advanced experience, training, or education.

(2) Instructional Design – to re-order and re-organize this knowledge/experience for student learning: effective teachers design course objectives, syllabi, materials, activities, and

experiences for in-person and online delivery that are conducive to learning for all students in alignment with accessibility requirements.

(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, use an appropriate variety of teaching methods, and use university-supported technological tools including the institutional learning management system to facilitate in-person and online learning.

(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. Normally, Category I faculty are expected to maintain a minimum of five scheduled office hours per week during the academic semester.

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

Content Expertise:

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

- Faculty must pursue advanced study/conference/certifications/workshop attendance to stay current in the field or learn new information/skills.

Instructional Design:

- Involved in curriculum development and maintenance.

Instructional Delivery:

- Demonstrates appropriate and effective use of class delivery to achieve courseobjectives.

- Receives Student Ratings of Institution (SRI) that over time reflect student's ratings and comments that are in alignment with department norms. SRI will be evaluated in a broad context, not based on the numerical score alone because there are many factors that influence SRI scores including but not limited to: teaching a new course or a course for the first time, a shift in

pedagogy, course format (on site, online, or hybrid), class size, response rate, whether a course is upper or lower division, required or elective, and other factors. All factors will be taken into consideration when evaluating SRI scores. Reviewers will detail the factors that entered into their decision-making process in their respective review letters. At a minimum, during the review period, mean scores should be in line with department norms.

- Peer evaluations are also encouraged.

Instructional Assessment:

- Actively participates in effective evaluation of individual students, individual courses, and program, including semester assessment reports, and program review.

- Faculty will submit an assessment report for each course detailing the evaluation of student learning outcomes, course delivery, and changes for future courses.

Advising

- Post and hold five (5) office hours on campus per week at a variety of days/times on campus. Meet with students at other times as needed and other requirements for advising.

- Use University wide digital systems for advising

Other Duties: Faculty engaged in other administration duties or reassigned time will be negotiated with the Department Chair and entered into Digital Measures on a semester basis.

Scholarship

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 nonprofit organizations, for example.

By the time an instructor goes up for tenure, promotion, or post-tenure review, a faculty member should complete the following:

Teaching Load	Peer Reviewed Articles	Other Scholarly Contributions	External Grant Submissions	Total Number of Scholarly Contributions
4-4	3	6	1	10
3-3	5	9	1	15
2-2	7	12	1	20

Intellectual/scholarly contributions includes:

Peer Reviewed Articles:
Acceptance/in-press/published articles in peer-reviewed journals. Journal articles must be scholarly in nature. Opinion or "popularization of the field" pieces written for professional/practitioner audiences do not meet this standard. Full-length scholarly papers in peer-reviewed conference proceedings do meet this standard. Abstracts published in conference proceedings do not meet this standard. Publications in predatory or vanity publications or by predatory or vanity presses or self- published works do not meet this standard. Lambert Academic Press (LAP), Green River Technologies, and One Voice International are examples of such publishers. A scholarly work will be evaluated on its merits with no distinction made between single or multiple authorship.Contribution should be noted in the faculty member's narrative or in an annotation in his/her/their curriculum vita. Scholarly works accepted for publication, exhibition, or performance at the timeof portfolio submission meet this standard.

Other Scholarly Contributions:

A combination of other intellectual and/or scholarly contributions that may include:

- Publication of scholarly books, textbooks, instructor's manuals that includes original works (e.g., beyond summaries of chapters, test questions, web links, etc.), open educational resources that are deposited in an online repository for a course (not a module), or a book chapter by a national/international recognized publisher.
- Exhibition of creative work(s) in a juried show and/or receipt of an award after being judged by a jury of peers or presentation of creative works in an adjudicated or auditioned performance. Contribution should be noted in the faculty member's narrative or in an annotation in his/her/their curriculum vita.

External Grant Submissions
Receipt/submission of a $5,000 or higher competitive external grant from a recognized external entity that helps the faculty member create a product (e.g., paper, media production, etc.). No distinction will be made between participation as principle or co-principle investigator on the grantor those who make a significant contribution to the grant work.

Service

The School of Hospitality 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 Hospitality, and the University. Faculty are expected to engage in service on an ongoing basis throughout their career at MSU Denver though the type and nature of the service may vary. CPS defines community service as unpaid work done at the local, state, national and/or international level which utilizes the faculty member's skills and expertise to create positive community change and/or that supports our students to achieve their educational and career goals.

From the latest edition of the Faculty Handbook:

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

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

- Within the institution at the university, school, department or program level.

- Outside the institution in the community or profession.

- Examples of service include committees, projects, advisory boards, playing a leadership role, program coordination, review of journal articles, and accreditation. All should be related to the goals ofthe University, School, Department, Profession or provide related expertise to the community.

Examples of Service Standards

University Service and Awards (per semester)
University committee – active member
University committee leadership (e.g., committee chair)
Current Faculty Senate Member

College/Department Service and Awards (per semester)
College/department committee – active member
College/department committee leadership (e.g., committee chair)
Voluntary college/department service activities/events
Graduation

Service to Industry/Community
Academic, Industry, or Community Association Membership
Academic, Industry, or Community Association Membership Committee Member

Academic, Industry, or Community Association Membership Officer, Board Member, or Chair
Academic/Industry Keynote Speaker
Academic/Industry Panel Member
Industry Advisory Board

Service to Academic Profession
Editor of a book of academic papers
Editor of non-referred conference proceedings
Guest Editor/Associate Editor of a Special Issue for an academic journal
Editorial Board Member or Associate Editor of an academic journal
Ad-hoc reviewer for an academic journal
Chair/co-chair of national/international conference
Conference Committee Chair/Co-Chair

Recruitment

Each SOH faculty member must engage in one recruitment activity every semester to engage in student recruitment for enrollment purposes. Examples include hosting a prospective student group on campus, visiting and engaging with prospective students at a high school, or attending a college recruitment event.

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

<u>The following guidelines apply to Category II faculty and incorporate changes to the latest edition of the Faculty Handbook.</u>

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

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

Category III Departmental Guidelines for Faculty

The following guidelines apply to Category III (Affiliate) Faculty and incorporate changes to thelatest edition of the Handbook for Professional Personnel.

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

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