METROPOLITAN STATE UNIVERSITY OF DENVER
SCHOOL OF LETTERS, ARTS AND SCIENCES

2015
COMMUNICATION ARTS AND SCIENCES
FACULTY EVALUATION GUIDELINES

Approved by CAS faculty on November 9, 2015 with these changes:

- Added a numbering system to the points in each section for ease of reference
- Revised Promotion and PTR guideline points T6 to be consistent with Tenure T6

DEPARTMENT GUIDELINES REVIEW			
	Approve	Disapprove	Date
Karen Lollar Department Chair	14	0	11/9/15
_____ Dean of School			
_____ Vice President of Academic Affairs/Provost			

AREAS OF PERFORMANCE (as stated in the Handbook for Professional Personnel)

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.

Candidates for Tenure and Promotion from Assistant to Associate Professor

Faculty will submit a Portfolio for review.

CAS RATING SCALE

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

Progressing Toward Tenure:	Faculty member has shown progress 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.
Not Progressing Toward Tenure:	Faculty member is not progressing 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 & PROMOTION
FROM ASSISTANT TO ASSOCIATE PROFESSOR
2015-16 (UPDATED 11-9-2015)

Candidates for tenure are evaluated by the guidelines in place at the time of their hiring. Optionally, they may choose to update the guideline year to a later set of CAS guidelines.

In CAS 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 Handbook for Professional Personnel, 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 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 Receive summative peer observation that describes strong pedagogy that facilitates student learning	SA.1 Develop a record of excellence in scholarship that shows consistent, ongoing and substantive activity/development throughout probationary period. SA.2 Accomplish scholarly outcomes that are evaluated by the department faculty as appropriate and sufficient. At least two completed outcomes are expected. The two may be a combination of these bulleted outcomes: SA.2.1 A disciplinary, pedagogical or creative scholarly work accepted in an academic peer-reviewed publication SA.2.2 A disciplinary, pedagogical or creative scholarly juried exhibit or performance at a national or international level SA.2.3 Author of a communication focused scholarly book that is peer reviewed and published by academic press. (no requirement to be first author only)	S. 1 Engage in continuous (as evaluated by faculty) service activities in department and college/university **AND** S.2 Use disciplinary or professional expertise to make a significant contribution to: S.2.1 one's professional organization OR S.2.2 the community outside of the college

T.8 Provide student advising that is thorough, accurate and uses professional knowledge and contacts to inform advising	SA.2.4 Author of a textbook that is peer reviewed and published by academic press and available for audience outside of the institution (no requirement to be first author only) SA.2.5 Book chapter related to communication phenomenon (invited or competitively selected) and published by academic press SA.2.6 Presentations at regional, national or international professional academic meetings. Two to four evaluated by CAS faculty. SA.2.7 Equivalent as evaluated by department faculty (for example encyclopedia entries, online journal or conference proceedings) SA.3 Upgrade education and/or maintain certification/licenses relative to work assignments as appropriate.	

PROMOTION

Candidates for promotion will be evaluated and meet the performance expectations in the areas of teaching, scholarly activities, and service defined in the Handbook for Professional Personnel. 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:

e. Assistant Professor – no requirement
f. Associate Professor – a 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.
g. 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.
h. 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:

1. Cover Sheet

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 since last major review –awarding of tenure, post tenure review, or promotion to Associate Professor, whichever came most recently
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. One (1) summative peer observation conducted by a trained classroom observer.
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.

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

CAS 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.
Does not meet standards:	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".

DEPARTMENT EXPECTATIONS FOR PROMOTION TO PROFESSOR
2015 CAS GUIDELINES (UPDATED 11-9-2015)

Probationary faculty will be evaluated by the guidelines in place in the hiring year or if they choose, a year subsequent to that year. In CAS 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 Receive summative peer observation that describes strong pedagogy that facilitates student learning T.8 Provide student advising that is thorough, accurate and uses professional knowledge and contacts to inform advising T.9 Lead significant curriculum revision or innovation	SA.1 Maintain a record of excellence in scholarship that shows consistent and substantive activity/development throughout academic career with a minimum of four scholarly activities in the previous five year period. SA.2 Demonstrate a significant contribution to the discipline. SA.3 Accomplish scholarly activities that are evaluated by the department faculty as appropriate and sufficient for promotion. These may include: 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 publication SA.3.3 National or international juried exhibit, media production, or performance SA 3.4 Publication of an invited or refereed book chapter in area of expertise SA.3.5 Publication of a peer-reviewed book or textbook in area of expertise by a reputable academic publishing house. 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

T.10 Teach a variety of courses	SA.4 Upgrade education and/or maintain certification/licenses relative to work assignments as appropriate.	

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 by the following:

i. The Department/Peer Review Committee
ii. The Department Chair
    - In the case of a Department Chair being evaluated for Post-Tenure Review, Portfolios go directly from the Department/Peer Review Committee to the School Dean for review.
iii. The School Dean.
    - The University-level Post-Tenure Review Committee reviews a Portfolio only in the event that any level of review recommends that a faculty member needs improvement.
iv. The Provost

It is the responsibility of the faculty member to submit Post-Tenure Review Portfolio according to the appropriate five-year cycle. No later than the second Monday in February and every fifth year after the last comprehensive evaluation, the tenured faculty member shall prepare and submit a Post-Tenure Review Portfolio.

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PORTFOLIOS FOR POST-TENURE REVIEW

Post-Tenure Review Portfolio shall include the following:

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.

DEPARTMENT EXPECTATIONS FOR SUCCESSFUL POST-TENURE REVIEW (UPDATED 11-9-2015)

In CAS 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, 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 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 Receive summative peer observation at the discretion of the Department Chair. T.8 Provide student advising that is thorough, accurate and uses professional knowledge and contacts to inform advising	SA. 1 Maintain a record of scholarship that shows consistent activity and development since the last evaluation. SA.2 Accomplish a minimum of one of the following peer-reviewed scholarly activities related to the discipline: SA.2.1 Peer-reviewed presentation of scholarly or creative work accepted for presentation at regional or national professional academic meetings SA.2.2 Disciplinary, pedagogical or creative work accepted in a peer-reviewed academic journal SA.2.3. National or international juried exhibit, media production, or performance SA.2.3. Publication of an invited or refereed book chapter in area of expertise SA.2.4 Publication of a peer-reviewed book or textbook in area of expertise by a reputable academic publishing house SA.2.5 Equivalent as determined by department faculty SA.3 Upgrade education and/or maintain certification/licenses relative to work assignments.	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

Category II and III Faculty

Category II Faculty will submit a Portfolio for review.

DEPARTMENT EXPECTATIONS FOR CATEGORY II AND AFFILIATE FACULTY 2015 CAS GUIDELINES (UPDATED MARCH 2014)

CAS RATING SCALE

The following rating scale is applied:

Meets Expectations:	Faculty member demonstrates quality performance.
Needs Improvement:	Faculty member is not meeting expectations

In CAS, 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 and III faculty focus on teaching and maintain currency in the discipline. In addition to meeting the contractual responsibilities defined in the Handbook for Professional Personnel, Category II and III faculty are expected – at a minimum – to meet the following criteria:

Category II Expectations: full time teaching faculty

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. • Receives summative peer observation (if reviewers are available) that describes strong pedagogy that facilitates student learning (i.e. interactive, creative, technology integrated, responsive to students) • 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)
Scholarship and/or Service
If scholarship and/or service are components of the CAT II contract, expectations will be determined with the chair.

Category III Expectations: affiliate faculty

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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2014

COMMUNICATION ARTS AND SCIENCES
FACULTY EVALUATION GUIDELINES

APPROVED MARCH 10, 2014

DEPARTMENT GUIDELINES REVIEW			
	Approve	Disapprove	Date
Karen Tolla Department Chair	14	0	3-10-14
Dean of School			
Vice President of Academic Affairs/Provost			

Category II and III Faculty

Category II Faculty will submit a Portfolio for review.

CAS Rating Scale

The following rating scale is applied:

Meets Expectations:	Faculty member demonstrates quality performance.
Needs Improvement:	Faculty member is not meeting expectations

In CAS, 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 and III faculty focus on teaching and maintain currency in the discipline. In addition to meeting the contractual responsibilities defined in the Handbook for Professional Personnel, Category II and III faculty are expected – at a minimum – to meet the following criteria:

Category II Expectations: full time teaching faculty

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. • Receives summative peer observation (if reviewers are available) that describes strong pedagogy that facilitates student learning (i.e. interactive, creative, technology integrated, responsive to students) • 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)
Scholarship and/or Service
If scholarship and/or service are components of the CAT II contract, expectations will be determined with the chair.

Category III Expectations: affiliate faculty

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)