

Department Evaluation Guidelines Revision Form

(to be completed by Department Chair)

Date: 21-Feb-2023
 Name: Alexandre Padilla
 Department: Economics

Have these changes been approved by a majority of full-time faculty in the Department? Yes No

Votes: Yes 5 No 0

Please list the proposed changes

Page number(s)	Revision	Rationale for Revision
7, 11, 15, 19, 20, 22, and 27	When evaluating teaching performance, added to "Effectively use multiple pedagogies that take account of students' various learning styles, including inclusive and high impact practices to promote recruitment and retention. "	This is consistent with MSU Denver's core set of values derived from its mission and vision.
10	Weighted SRIs to be promoted to full professor changed to 4.75 to 4.5	To maintain consistency across the evaluation of teaching of the faculty across all ranks (Assistant Professor, Associated Professor, and Full Professor).
8, 12	Paper presentation at a R1 or R2 University's research seminar counts as 2 conference paper presentations.	The purpose of presenting a paper at a conference is to get feedback to help the faculty increase their chances of publishing their paper in a refereed journal. However, presentation at research seminars at R1 or R2 universities are a far better outlet to help the faculty improve their work. When presenting at a research seminar, professors and PhD students are far more likely to have carefully read the full paper and thus to ask questions and make constructive comments while at a conference, even if the paper was made available to conference attendees, only the discussant is likely to have read the full paper and provide some comments. Presenting at a research seminar overall demands far more preparation than presenting at a conference. Therefore, such presentation should receive much greater weights when evaluating scholarly activities than presenting at a conference.
8, 13, 17	Establish length of service in a leadership position as "at least one full term per committee by-laws."	Add clarification as to how long one must serve as a committee chair or co-chair to count as substantive committee service when evaluating service.

Department Chair signature:

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Date: 2023.03.02 14:37:43 -07'00'

Comments:

Ann B. Muphy

Dean signature:

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Comments:

Provost & Executive Vice President for Academic Affairs signature:

Comments:

METROPOLITAN STATE UNIVERSITY OF DENVER
COLLEGE OF BUSINESS

ECONOMICS DEPARTMENT

FACULTY EVALUATION GUIDELINES
Effective July 1, 2023

DEPARTMENT GUIDELINES REVIEW			
	Approve	Disapprove	Date
See signature on change form _Department Chair	xx		2/21/23
Reviewed and approved by Committee of Department Chairs As noted in minutes of meeting dated Reviewed and approved February 28, 2023			
Ann B. Murphy Dean of College of Business	xx		3/2/23
_____ Vice President of Academic Affairs/Provost			

METROPOLITAN STATE UNIVERSITY OF DENVER

COLLEGE OF BUSINESS

ECONOMICS DEPARTMENT

FACULTY EVALUATION GUIDELINES

EFFECTIVE JULY 1, 2023

COLLEGE OF BUSINESS MISSION STATEMENT

APPROVED AND EFFECTIVE JULY 2015 BY SCOBs FACULTY

The MSU Denver College of Business engages a diverse student population with an inclusive educational experience to become successful business professionals.

ENGAGE

We engage students through teaching methods that are centered on individualized attention through small classes, interactive and shared instructional experiences that includes opportunities to connect with the business community while leveraging the use of relevant technology.

INCLUSIVE

We provide an enriching student learning experience for students from all backgrounds in ways that are appropriate to meet their educational needs. Our students have access to an affordable education through multiple delivery options. Our educational experiences focus on providing a quality curriculum that prepares students for the rapidly changing global business environment. Students are instructed by a diverse faculty who stay current in their disciplines through scholarly activities and professional experiences.

BUSINESS PROFESSIONALS

Through our undergraduate and graduate programs, students develop knowledge, skills, and abilities to become successful professionals who provide business solutions utilizing technological, ethical, and global frameworks.

COLLEGE OF BUSINESS VISION STATEMENT

MSU Denver College of Business will be known for our educational and professional opportunities that advance our students, businesses, and community.

DEPARTMENT MISSION STATEMENT

The Department of Economics at the Metropolitan State University of Denver delivers a high quality, accessible Bachelor of Arts program in economics while also providing significant service to the University, the College of Business, and the community by providing

accessible and quality economic courses. We prepare students for lifelong learning in a complex free civil society; for graduate or professional education in economics, business and legal studies, or the law; and for careers in a broad range of private and public activities.

The Department of Economics pursues excellence in teaching and learning as its primary purpose. The faculty of the department engages in scholarly activities that contribute to the literature in applied and basic economic research and other professional activities that enhance quality instruction.

Faculty Employment Handbook (Currently, effective July 1, 2022, page 10) Statement on Guideline Review, Revision, and Usage:

Departmental Guidelines must be approved before they take effect.

- a) To ensure College/School-level equity in Departmental Guidelines performance standards, the College/School Dean will convene a Committee of all Department Chairs in the fall semester to review all Departmental Guidelines and recommend changes or forward to the Dean and Provost for approval.
- b) In the event there is disagreement concerning Departmental Guidelines content, the Provost will make the final decision.
- c) Departmental Guidelines should be reviewed annually by the Chair, but only updated if deemed necessary. If Departmental Guidelines are changed, the Department Chair shall propose changes with the input and advice of departmental faculty. Such changes must be voted on by all full-time faculty in the department, and if approved by the majority, they can be submitted for approval. In the case that the proposed guidelines are not approved by the majority the Dean should hold a reconciliation meeting with all full-time faculty in the department. The Chair must submit the current Departmental Guidelines and revised Departmental Guidelines, highlighting and explaining the rationale for any changes, to the College/School Committee of Department Chairs, the College/School Dean, and Provost for approval no later than March 1 of each year. The Provost may make revisions to such Departmental Guidelines.
 - a. The revised Departmental Guidelines will be effective immediately for faculty hired in the next academic year.
 - b. For tenure-track faculty members the revised Departmental Guidelines will be effective upon completion of their tenure review.
 - c. For tenured faculty members the revised Departmental 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 more than three years away.
 - d. 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.

AREAS OF PERFORMANCE AND CRITERIA FOR TENURE AND PROMOTION FROM ASSISTANT TO ASSOCIATE PROFESSOR

University 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. Portfolios will be expected to follow Handbook criteria current at time portfolio is due for submission.

CRITERIA

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

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 as 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 students include the following:

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.

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.

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.

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.

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, tenured/tenure-track faculty are expected to maintain a minimum of five scheduled office hours per week during the academic semester.

NOTE: Teaching performance will be evaluated based on the teaching done by a faculty member. Faculty who teaches less than the credit hours determined by university policy each semester will not be penalized for performing other critical duties needed by the Department, College/School, or University. Normally, these responsibilities will be delineated in and accounted for through reassigned time awards and evaluations and documented in Watermark, or current university approved system.

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.

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.

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

Service

Faculty engage in service when they participate in the shared governance and facilitate the good functioning of the institution. Service to the institution can be at the program, department, school, or college or university level. Beyond the institution, faculty engage in service when they use their disciplinary and/or professional expertise and talents to contribute to the betterment of their multiple environments, such as regional communities, professional and disciplinary associations, non-profit organizations, or government agencies. Examples of service might include (but are not limited to):

- (1) Committee participation
- (2) Committee leadership
- (3) Program or department contributions
- (4) Board participation
- (5) Unpaid public service to community and/or professional organizations
- (6) Contributions to disciplinary associations
- (7) Other

Projects and tasks completed or undertaken on reassigned time will be evaluated in accordance with the three areas of performance delineated above as appropriate, e.g., service activities for which the faculty member received reassigned time will be evaluated as Service.

Faculty will submit a Portfolio for review as stated in the current Faculty Employment Handbook.

RATING SCALE

The following 2-level rating scale as per the Handbook may be applied to each criterion. Since a Meets Standards rating for each criterion is sufficient for tenure, promotion, and post-tenure review, department evaluators will simply state, "yes" or "no" for retention, tenure, post-tenure review, and/or promotion, with explanations of how the candidate did or did not meet standards.

Meets Standards	This rating indicates a level of performance that demonstrates the record of significant accomplishment in the profession in the category for which it is achieved. This rating is achieved by accomplishing all items in Table 2 below before submitting the material to be considered for promotion and by representing their achievements appropriately in the submitted material. This rating suggests a level of performance in that category to qualify that faculty member to be considered for promotion.
Needs improvement	This rating suggests that a faculty member's performance, as represented in the material submitted to demonstrate that performance, does not indicate significant accomplishment in the category for which it is achieved. If a faculty member earns this rating, it is likely that they will not be recommended for tenure, promotion.

EXPECTATIONS FOR TENURE & PROMOTION FROM ASSISTANT TO ASSOCIATE PROFESSOR

The economics department expects tenure track faculty to ***Meet Standards*** in all three areas: teaching, professional development, and service. Candidates for tenure are expected — at a minimum (Meets Standards) — to meet the following criteria. It is also expected that the faculty member shows potential for continuous and sustained activities in all three areas.

All faculty are expected to perform basic responsibilities as specified in the faculty member's contract, the Faculty Employment Handbook (Handbook), and in accordance with the academic and procedural calendars. See Appendix B for a non-exhaustive list of these key responsibilities.

TABLE 1: EXPECTATIONS FOR TENURE & PROMOTION FROM ASSISTANT TO ASSOCIATE PROFESSOR

Teaching

- Show effective classroom delivery, content, and design appropriate to the official course syllabus, see Appendix A.
- Effectively use multiple pedagogies that take account of students' various learning styles, including inclusive and high impact practices to promote recruitment and retention.
- Weighted SRI average scores of 4.5 or greater are considered a "meets standards" for the department. The department will use only question #2 "contributions to the course" to determine SRI weighted averages for evaluation purposes. The weighted average formula is calculated as: $\frac{\sum(SSSSSS \times NN)}{\sum NN}$ for Question 2. If a faculty is below the 4.5 threshold, they must show continuous effort and outcomes toward the threshold (SRI scores shall be considered as one factor of many in the overall evaluation of teaching).^{1,2} Actively participate in department and college assessment activities and implement changes as recommended by department faculty.
- Utilize the current Learning Management System used by MSU Denver at a minimum communication (announcements and emails) as well as distribution of course materials (syllabi, presentations, readings, and other learning material including supplemental material).
- Evidence of quality of advising with a focus on recruitment, degree accessibility, and retention of students. Advise junior and senior students on course selection, degree, career, graduate school to help students achieve their post-graduation goals using MSU Denver advising software to record advising sessions.
- Meet Basic Faculty Obligations, see Appendix B.

Scholarly Activities

- A minimum of 7 scholarly activities:

¹ In narrative, address patterns, outliers, changes made, etc., as they relate to SRIs and student comments.

² SRI scores will be evaluated in a broad context of factor not based on numerical score alone because there are many factors influencing SRI scores such as course difficulty, method of instruction (online, hybrid, face-to-face), upper vs. lower division, required course vs. elective, controversial content, etc. to determine if the pattern meets standards. In compliance with the Handbook for the faculty to demonstrate a holistic performance, a weighted average SRI score of less than 4.5 may not, by itself, result in a denial of retention, tenure, or promotion.

When submitting portfolios for the review process, faculty members should carefully address the items in Table 1 above. Though suggestions may be sought or offered while the portfolio is still in the Department, it is a faculty member's sole responsibility in their portfolios to show clear evidence that the minimum expectations are being accomplished, according to how long the faculty member has been on tenure-track. If sufficient progress is not being made, especially at the Third Year Portfolio Review, but not limited to that year only, the tenure-track faculty member may be subject to a recommendation of non-retention. Meeting all minimum expectations by the Sixth Year/Early Tenure Portfolio Review makes a tenure-track faculty member eligible to be considered for tenure. Tenure and promotion are not automatically awarded upon accomplishing the minimum standards above.

- At least **two** refereed journal publications in Department or CBUS approved outlets per CBUS FQ policy for preferred journal outlets.
- It is expected that at least one publication is accepted in the first three years.
- Publishing a scholarly book at a recognized publisher (for example, University of Chicago, Oxford University Press, Cambridge University Press, etc.) may be counted as more than one scholarly activity), with pre-approval from the department chair and dean.
- At least three refereed conference paper presentations at different conferences. Presentations at a R1 or R2 university's research seminar may be counted 2 conference paper presentations.
- Faculty member will maintain scholarly academic (SA) qualifications each year while on tenure track as defined by the College of Business Policy on Faculty Qualifications.

Service

- Continuous service activities in multiple areas that fit needs of the department, the college, the University, and the community.
- Make substantive contributions in service activities. Service on committees should add value to the institution.
- Service on a committee should be for at least one full term per committee bylaws.
- Show continuous growth in service activities throughout the tenure-track years.

AREAS OF PERFORMANCE AND CRITERIA FOR PROMOTION FROM ASSOCIATE PROFESSOR TO PROFESSOR

"Professor" is the highest rank that can be achieved in our profession as faculty members and those achieving this rank should be our most highly qualified faculty. Perhaps it is not meant for everyone who has tenure. It is likely that some faculty members will elect to concentrate on a single part of the profession after earning tenure and will thus not be eligible for promotion to professor, as this promotion requires the faculty member to be excellent in all three areas of the profession. In addition, this promotion will require a higher level of performance than merely meeting the guidelines for Post-Tenure Review or staying Scholarly Academic (SA). Further, requirements to reach this highest rank in our profession are more demanding than requirements for achieving tenure and promotion to associate professor.

University faculty members seeking promotion from associate professor to professor are reviewed on their performance in the same three areas: teaching, scholarly activities, and service. All relevant and official information may be considered in the course of any review or evaluation. Each performance area has criteria that provide the basis for evaluation. Descriptions of the three areas are found in this document.

In addition to these three areas, faculty engaged in other duties, including faculty on reassigned time to serve in roles such as Department Chairs or Directors, and/or those awarded sabbaticals, and other official duties that take faculty out of the MSU Denver classroom and otherwise require faculty to temporarily alter their normal duties and responsibilities, will also be reviewed on those activities and it is possible that the requirements for such faculty will be altered slightly to take into account these extra responsibilities and additional work.

Faculty seeking this promotion will submit material for review at the appropriate time and to the appropriate level of review as stated in the Academic Affairs Procedural Calendar and Section V of the Handbook. The following information describes requirements for a faculty member in the Department to be considered for promotion from associate professor to professor and will assure that the faculty in the Department of Economics achieve and maintain a level consistent with being academically qualified.

According to Chapter II of the Faculty Employment Handbook, in order to be considered for this promotion, a faculty member must do the following. First, they must serve 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 MSU Denver. 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.

Second, for promotion to professor, there is an expectation for a record of significant accomplishment in all three areas of evaluation. In addition, AACSB standards require all tenured and tenure-track professors to continue to be academically qualified, which requires a minimum level of scholarly activity (see Current College of Business SA Standards). In addition, similar, but not exactly the same, requirements are required for Post Tenure Review.

CRITERIA AND GUIDELINES

TEACHING

Teaching is described in detail in the section above, beginning on page 4. To demonstrate competence in teaching, a faculty member should continue to achieve a weighted SRI average of **4.5**.

In addition, a faculty member should show willingness to continuously improve teaching through revision from student comments.

The faculty should be actively participating in advising and assessment activities continues to be important at this level. More particularly, faculty aspiring to be promoted to full professor will have to show evidence of advising junior and senior students regarding course selection to help them achieve their post-graduation goals.

Activities that demonstrate a faculty member's level of teaching that is commensurate with being considered for promotion from associate professor to professor are found in Table 2.

SCHOLARLY ACTIVITIES

Scholarly activities are described in detail in the section above. To be considered for promotion from associate professor to professor, at a minimum, a faculty member should have **three** articles published in peer-reviewed journals listed in ABDC Journal Quality list or on preferred department list.

Faculty should maintain a status of being scholarly academic (SA) qualified as defined by the College of Business from the time they are promoted to associate professor until they submit material to be considered for this promotion (see Current College of Business Faculty Qualification Policy).

In addition to the three journal articles and maintaining SA status, as described above, a faculty member should have at least **five** other scholarly activities, such as the activities listed previously under Scholarly Activities to be qualified to be considered for this promotion.

Specific requirements to demonstrate that a faculty member has achieved this level of significant accomplishment in scholarly activities are found in Table 2.

SERVICE

Faculty members are engaged in service when they participate in the shared governance and good functioning of the institution.

Service to the institution can be at the Department, College, or University level. Beyond the institution, professional business 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 communities, professional and disciplinary associations, non-profit organizations, or government agencies.

At a minimum and to be considered for promotion to professor, a faculty member should serve the institution at all three levels: Department, College and University. In addition, they should demonstrate willingness and ability to function in a leadership position at the institution, and either in their profession, or for the community.

Another minimum indication of a faculty member's service is for them to serve both the profession and the community in some fashion. Specific requirements in this area can be found in Table 2. Suggestions for activities to serve the profession and community above under Service on page 10.

Economic faculty must be involved full-time in their profession to be able to adequately prepare to be considered for promotion to professor. They should be making significant accomplishments (meets standards) in all aspects of the profession.

MSU Denver identifies three areas of a faculty member's profession in which significant accomplishments are expected. By having economic faculty make these accomplishments in the profession, the Economics Department will be a significant contributor to the vision of MSU Denver to be preeminent. The activities presented in previous sections of this document are guidelines, but the actual requirements to be considered for promotion to professor are summarized in Table 2 below. If faculty members achieve the requirements in this table, carefully concentrating on what is required before they submit material to be considered for promotion, they will be eligible to be considered for tenure and promotion to professor. Faculty should take great care to submit material that addresses the requirements in each of the three areas and how they have fulfilled those requirements.

EXPECTATIONS FOR PROMOTION FROM ASSOCIATE PROFESSOR TO PROFESSOR

Teaching Excellence, Scholarly Activity Excellence, Service Excellence

It is expected that there be integration between discipline/course topics, scholarly activities, and service. Candidates for promotion to Professor are expected -- at a minimum to meet the following criteria:

Expectations for Promotion from Associate Professor to Professor (Note: All items in this table should be accomplished since achieving the rank of associate professor with the exception of scholarly activities.)

All faculty are expected to perform basic responsibilities as specified in the faculty member's contract, the Faculty Employment Handbook (Handbook), and in accordance with the academic and procedural calendars. See Appendix B for a non-exhaustive list of these key responsibilities.

TABLE 2: EXPECTATIONS FOR PROMOTION FROM ASSOCIATE PROFESSOR TO PROFESSOR

Teaching

- Show effective classroom delivery, content, and design appropriate to the official course syllabus, see Appendix A.
- Effectively use multiple pedagogies that take account of students' various learning styles, including inclusive and high impact practices to promote recruitment and retention.
- Weighted SRI average scores of 4.5 or greater are considered a "meets standards" for the department. The department will use only question #2 "contributions to the course" to determine SRI weighted averages for evaluation purposes. The weighted average formula is calculated as: $\frac{\sum(SSSSSS \times NN)}{\sum NN}$ for Question 2. If a faculty is below the 4.5

threshold, they must show continuous effort and outcomes toward the threshold (SRI scores shall be considered as one factor of many in the overall evaluation of teaching).^{3,4} Actively participate in department and college assessment activities and implement changes as recommended by department faculty.

- Utilize the current Learning Management System used by MSU Denver at a minimum communication (announcements and emails) as well as distribution of course materials (syllabi, presentations, readings, and other learning material including supplemental material).
- Evidence of quality of advising with a focus on recruitment, degree accessibility, and retention of students. Advise junior and senior students on course selection, degree, career, graduate school to help students achieve their post-graduation goals using MSU Denver advising software to record advising sessions.
- Meet Basic Faculty Obligations, see Appendix B.

Scholarly Activities

- For SA faculty members, A minimum of **6** scholarly activities:
 - At least **three** refereed journal publications in Department or per CBUS FQ policy for preferred journal outlets
 - Publishing a scholarly book at a recognized publisher (for example, University of Chicago, Oxford University Press, Cambridge University Press, etc.) may be counted as more than one scholarly activity)
 - At least three refereed conference paper presentations at different conferences. Presentations at a R1 or R2 university's research seminar may be counted 2 conference paper presentations.
- For PA faculty members the approved PA plan must specify the criteria to be met for promotion from associate to professor.
- Faculty member will maintain scholarly academic (SA) qualifications each year as defined by the College of Business Policy on Faculty Qualifications, with PA with an approved Plan

³ In narrative, address patterns, outliers, changes made, etc., as they relate to SRIs and student comments.

⁴ SRI scores will be evaluated in a broad context of factor not based on numerical score alone because there are many factors influencing SRI scores such as course difficulty, method of instruction (online, hybrid, face-to-face), upper vs. lower division, required course vs. elective, controversial content, etc. to determine if the pattern meets standards. In compliance with the Handbook for the faculty to demonstrate a holistic performance, a weighted average SRI score of less than 4.5 may not, by itself, result in a denial of retention, tenure, or promotion.

When submitting material to be considered for a faculty' member promotion to the rank of Professor, they should carefully address the items in Table 2 above. Though suggestions may be sought or offered while the portfolio is still in the Department, it is a faculty member's sole responsibility in their portfolios to show clear evidence that the contributions to each of the three areas have been significant, according to the guidelines, to warrant promotion to the rank of Professor. There is no penalty for submitting material to be considered and not being awarded the promotion. After sufficient progress has been made to once again be considered for promotion to the rank of Professor without the same deficiencies, an Associate Professor may again submit material for consideration. Submission of material makes a faculty member eligible to be considered for promotion only.

NOTE:

A faculty who does not satisfy the annual maintenance requirement for SA or PA status in one year of an evaluation period because of a single deficiency may apply for promotion after completing the following requirements:

- Correct the deficiency within a reasonable time after the end of the CBUS Faculty Qualifications Review Period (normally December 31st of each year) and document the correction. The deficiency correction timeline must be approved by the Dean and will normally not exceed 90 days,
- Satisfy the annual maintenance requirement for SA or PA status for 4 consecutive Review Periods after the missed year, and
- Earn a successful PTR after the missed year.

Service

- Continuous service activities in multiple areas that fit needs of the department and college.
- Serve in at least one substantive leadership position for at least one full term per committee by-laws. Leadership position requires numerous examples of service that add substantial value to the institution.
- **Addendum:** Other factors may be considered, such as continuous and consistent contributions so the perception is not that the faculty member has improved performance only to achieve this promotion with a suspicion that their performance will decrease again after receiving the promotion.

AREAS OF PERFORMANCE AND CRITERIA FOR POST-TENURE REVIEW (PTR)

Faculty members who have achieved tenure are subject to post-tenure review (PTR) every five years and they must submit their PTR portfolios according to the schedule in the Procedural Calendar for the appropriate year.

CRITERIA AND GUIDELINES

The primary purpose of PTR is to assist tenured faculty members to improve performance as may be necessary. PTR affords tenured faculty members and their supervisors with periodic opportunities to assess the faculty member's performance over a 5-year cycle. In the event that performance in any area is determined to need improvement from the long-term perspective, the PTR process offers the faculty member an opportunity to demonstrate an adequate level of performance in each performance area through an individualized performance improvement plan.

PTR is a comprehensive evaluation of the performance of tenured faculty, currently conducted on a five-year cycle. The examination must include consideration of faculty activities and performance in light of college/department/program goals, and priorities which are reflective of Trustee and institutional goals and priorities, as well as peer, student and supervisor evaluations, and must evaluate the critical areas of a faculty member's performance — teaching, scholarly activities, service and other activities, such as administrative duties. Progress will be evaluated using the criteria found in Table 3. When application of these criteria and guidelines results in a "Meets Standards" rating in each of the performance areas, the faculty member will be deemed satisfactory for PTR.

Teaching

Teaching is described in detail in the section beginning on page 3. To demonstrate adequate accomplishment in teaching, a faculty member's weighted SRIs of at least **4.5** during the period of time that is being evaluated. In addition, a faculty member should demonstrate desire for continuous improvement by engaging teaching-related professional development, etc. Activities that demonstrate a faculty member's level of teaching that is adequate for PTR are found in table 3.

Scholarly Activities

To be considered adequate for PTR, faculty will maintain scholarly qualified (SA) as defined by the CBUS Policy for faculty qualifications.

Service

Faculty members are engaged in service when they participate in the shared governance and good functioning of the institution. Service to the institution can be at the Department, College, or University level. Beyond the institution, professional business 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 communities, professional and disciplinary associations, non-profit organizations, or government agencies.

At a minimum and to be considered having an adequate level of performance for PTR, a faculty member should show continuous service activities in three of five service areas — department, college, university, profession, and community. They should also make substantive and documentable contributions in service activities that show a level of

engagement above merely attending meetings. Also, they should serve in at least one leadership positions in these service activities, with one leadership position being at the department, college, or university level. In addition, a faculty member is expected to have significant service to the profession or the community. Suggestions for activities to serve the profession and community are from the list included in the "Areas of Performance and Criteria for Tenure & Promotion from Assistant to Associate Professor."

SUMMARY OF EXPECTATIONS FOR POST-TENURE REVIEW

Economic faculty should continue to be involved full-time in their profession to be able to make adequate contributions to the institution and thus have a successful PTR. They should be making adequate accomplishments (meets standards) in all aspects of the profession. MSU Denver identifies three areas of a faculty member's profession in which adequate accomplishments are expected. By having economic faculty make these accomplishments in the profession, the Economics Department will be a significant contributor to the vision of MSU Denver to be preeminent. The activities presented in previous sections of this document are guidelines, but the actual requirements to be considered for successful PTR are presented in Table 3 below. If faculty members achieve the requirements in this table, carefully concentrating on what is required, they will be likely have a successful PTR. Faculty should take great care to submit material that addresses the requirements in each of the three areas and how they have fulfilled those requirements.

If faculty members achieve the requirements in Table 3 below, carefully concentrating on what is required, they will be likely have a successful PTR. Faculty should take great care to submit material that addresses the requirements in each of the three areas and how they have fulfilled those requirements.

EXPECTATIONS FOR POST-TENURE REVIEW

It is expected that there be integration between discipline/course topics, scholarly activities, and service. Candidates for Post Tenure Review are expected -- at a minimum to meet the following criteria:

All faculty are expected to perform basic responsibilities as specified in the faculty member's contract, the Faculty Employment Handbook (Handbook), and in accordance with the academic and procedural calendars. See Appendix B for a non-exhaustive list of these key responsibilities.

TABLE 3: EXPECTATIONS FOR POST-TENURE REVIEW

(Note: All items in this table should be accomplished since achieving tenure or since the last post-tenure review.)

Teaching

- Show effective classroom delivery, content, and design appropriate to the official course syllabus, see Appendix A.
- Effectively use multiple pedagogies that take account of students' various learning styles, including inclusive and high impact practices to promote recruitment and retention.

- Weighted SRI average scores of 4.5 or greater are considered a "meets standards" for the department. The department will use only question #2 "contributions to the course" to determine SRI weighted averages for evaluation purposes. The weighted average formula is calculated as: $\frac{\Sigma(SSSSSS \times NN)}{\Sigma NN}$ for Question 2. If a faculty is below the 4.5 threshold, they must show continuous effort and outcomes toward the threshold (SRI scores shall be considered as one factor of many in the overall evaluation of teaching).^{5,6} Actively participate in department and college assessment activities and implement changes as recommended by department faculty.
- Utilize the current Learning Management System used by MSU Denver at a minimum communication (announcements and emails) as well as distribution of course materials (syllabi, presentations, readings, and other learning material including supplemental material).
- Evidence of quality of advising with a focus on recruitment, degree accessibility, and retention of students.
- Advise junior and senior students on course selection, degree, career, graduate school to help students achieve their post-graduation goals using MSU Denver advising software to record advising sessions.
- Meet Basic Faculty Obligations, see Appendix B.

Scholarly Activities

- Faculty member will maintain scholarly academic (SA) qualifications each year as defined by the College of Business Policy on Faculty Qualifications.
- Department chair should also maintain SA qualifications each year as defined by College of Business Policy on Faculty Qualifications.
- Faculty members who fall under the Practice Academic (PA) qualifications should provide evidence to support that they have met the approved plan requirements each year.
 - The PA plan should be included in the portfolio as an additionally required departmental document.

⁵ In narrative, address patterns, outliers, changes made, etc., as they relate to SRIs and student comments.

⁶ SRI scores will be evaluated in a broad context of factor not based on numerical score alone because there are many factors influencing SRI scores such as course difficulty, method of instruction (online, hybrid, face-to-face), upper vs. lower division, required course vs. elective, controversial content, etc. to determine if the pattern meets standards. In compliance with the Handbook for the faculty to demonstrate a holistic performance, a weighted average SRI score of less than 4.5 may not, by itself, result in a "needs improvement" rating.

When submitting portfolios for the post-tenure review process, faculty members should carefully address the items in Table 3 above. Though suggestions may be sought or offered while the portfolio is still in the Department, it is a faculty member's sole responsibility in their portfolios to show clear evidence that the contributions in each of the three areas have met the requirements to meet expectations according to the guidelines. Submission of material makes a faculty member eligible to be considered for a successful PTR only.

Service

- Continuous service activities in at least **three** areas (department, college, university, professional, or community work related to discipline) that fit the needs of the department and college.
- Service in one substantive leadership position should be for at least one full term per committee by-laws.

AREAS OF PERFORMANCE AND CRITERIA FOR EVALUATION OF NON-TENURE TRACK FACULTY

Non-tenure track faculty members play an important role in the Department of Economics. In order to provide the level of performance that will continue to allow the department to contribute to the vision and mission of MSU Denver and to help the College of Business maintain its AACSB accreditation, they need to provide a high level of performance in the classroom and otherwise be valuable to the department. Thus, they should achieve SRIs at the same level as described for tenured and tenure-track faculty members and be willing to be involved with committee work, assessment activities, etc. In addition, the chair of the Economics department or the chair's designee will observe all non-tenure track faculty once in the first year of their employment.

In addition, non-tenure track faculty members are considered to be fully participating faculty in the department and should attend mandatory department and College of Business meetings. Further, just like tenured and tenure-track faculty members, they should use multiple pedagogies in the classroom, should consider use their expertise to develop new courses when such courses would help recruit and retain students, and should otherwise give students a quality experience in the classroom.

Typically, at MSU Denver, the university establishes the credit hour teaching requirements for each faculty classification. Typically, non-tenure track faculty members are expected to teach based on university standards. However, sometimes in the College of Business, they teach fewer than the credits hours established by the university. If teaching fewer credit hours these faculty members are expected to engage in some of the following activities depending on their expertise, preferences, and department needs:

- Advise junior and senior students regarding course selection to prepare them meet their post-graduation goals.
- Perform service activities at the department, college, community, or professional level.
- Engage in scholarly activities.
- when teaching fewer sections in any given semester, they will be evaluated on their participation in mandatory meetings and their teaching and classroom performance.

Non-tenure track faculty members are generally hired on a year-to-year basis, depending on the needs of the department. Non-tenure track faculty's annual contracts are therefore based on the needs of the department, which are determined by the department chair and dean. In some cases (e.g., a tenured faculty is on a one-semester sabbatical), a non-tenure track faculty member may be hired for only one semester.

After the first year of employment in the department, any non-tenure track faculty who wishes to be reappointed will undergo comprehensive review as determined by the current Faculty Employment Handbook.

Portfolios will be submitted using the tools or format determined by Academic Affairs and in accordance with the University Calendar. A recommendation of “retain” or “not retain” will then be forthcoming from both the department Chair and the Dean of the College. In addition, retention from year to year will also be determined by department and college needs, as well as any budget considerations. Non-tenure track faculty members may be eligible for contracts of up to three years in duration. Departments, in consultation with their Dean, determine which, if any, Non-tenure track faculty lines will be filled with faculty on multi-year contracts. "Retreat" lines being occupied by non-tenure track Faculty members will not be eligible for multi-year contracts. There is no "track" toward a multi-year contract. There is no due process or right of appeal to faculty who do not receive multi-year contracts or renewal of multi-year contracts.

A faculty member must serve a minimum probationary period of three successive one-year contracts before being eligible for a multi-year contract. At the discretion of the department chair, non-tenure track faculty members may be given credit toward eligibility for a multi-year contract if they have previously taught as an adjunct faculty member. Upon invitation from the department chair, a non-tenure track faculty member who is eligible for a multi-year contract will submit a letter of interest describing how they plans to contribute to the Department, the College, and the University, for the duration of the proposed contract. This letter will be submitted with the annual portfolio.

Once a Non-tenure track faculty member is awarded a multi-year contract, they will submit a portfolio for comprehensive review only after the final year of the contract and only if they wish to be considered for reappointment.

RATING SCALE

The following rating scale will be used in the evaluation of a non-tenure track Faculty member's achievements, as highlighted in the submitted portfolios. In addition, the following tables enumerate the expectations of non-tenure track Faculty members and delineate between those teaching a full or reduced workload based on current university policy for non-tenure track faculty members.

Meets Standards	This rating indicates a level of performance that demonstrates a record of satisfactory accomplishment. This rating is achieved by maintaining PQ status and by achieving adequate classroom performance, Department and College participation, etc., as described above. This rating suggests a level of performance so that if the need for this faculty member continues, they will be considered for another year's contract.
Needs Improvement	This rating suggests that a faculty member's performance and material submitted to demonstrate that performance do not indicate satisfactory accomplishment. If a faculty member earns this rating, even if the need continues for a non-tenure track Faculty member in that position, they may not be considered for another year's contract.

EVALUATION AND EXPECTATIONS OF NON-TENURE TRACK FACULTY WITH SCHIOLALRY AND SERVICE EXPECTATIONS (THAT IS TEACHING FEWER SECTIONS THAN SPECIFIED BY THE UNIVERSITY)

All faculty are expected to perform basic responsibilities as specified in the faculty member's contract, the Faculty Employment Handbook (Handbook), and in accordance with the

academic and procedural calendars. See Appendix B for a non-exhaustive list of these key responsibilities.

Teaching

- Show effective classroom delivery, content, and design appropriate to the official course syllabus, see Appendix A.
- Effectively use multiple pedagogies that take account of students' various learning styles, including inclusive and high impact practices to promote recruitment and retention.
- Weighted SRI average scores of 4.5 or greater are considered a "meets standards" for the department. The department will use only question #2 "contributions to the course" to determine SRI weighted averages for evaluation purposes. The weighted average formula is calculated as: $\frac{\sum(SSSSSS \times NN)}{\sum NN}$ for Question 2. If a faculty is below the 4.5 threshold, they must show continuous effort and outcomes toward the threshold (SRI scores shall be considered as one factor of many in the overall evaluation of teaching). Actively participate in department and college assessment activities and implement changes as recommended by department faculty.
- Utilize the current Learning Management System used by MSU Denver at a minimum communication (announcements and emails) as well as distribution of course materials (syllabi, presentations, readings, and other learning material including supplemental material).
- Evidence of quality of advising with a focus on recruitment, degree accessibility, and retention of students.
- Advise junior and senior students on course selection, degree, career, graduate school to help students achieve their post-graduation goals using MSU Denver advising software to record advising sessions.
- Meet Basic Faculty Obligations, see Appendix B.

Scholarly Activities

- Maintain qualifications as specified in contract, Scholarly Practitioner (SP) or Instructional Practitioner (IP) status, SA or PA. See the latest College of Business Faculty Qualification Policy.

Service

- Attend Department and College of Business meetings.
- Perform service activities in 2 of the 5 areas (department, college, university, professional, or community).

EVALUATION AND EXPECTATIONS OF NON-TENURE TRACK FACULTY WITHOUT SERVICE EXPECTATIONS

All faculty are expected to perform basic responsibilities as specified in the faculty member's contract, the Faculty Employment Handbook (Handbook), and in accordance with the

academic and procedural calendars. See Appendix B for a non-exhaustive list of these key responsibilities.

Teaching

- Show effective classroom delivery, content, and design appropriate to the official course syllabus, see Appendix A.
- Effectively use multiple pedagogies that take account of students' various learning styles, including inclusive and high impact practices to promote recruitment and retention.
- Weighted SRI average scores of 4.5 or greater are considered a "meets standards" for the department. The department will use only question #2 "contributions to the course" to determine SRI weighted averages for evaluation purposes. The weighted average formula is calculated as: $\frac{\sum(SSSSSS \times NN)}{\sum NN}$ for Question 2. If a faculty is below the 4.5 threshold, they must show continuous effort and outcomes toward the threshold (SRI scores shall be considered as one factor of many in the overall evaluation of teaching). Actively participate in department and college assessment activities and implement changes as recommended by department faculty.
- Utilize the current Learning Management System used by MSU Denver at a minimum communication (announcements and emails) as well as distribution of course materials (syllabi, presentations, readings, and other learning material including supplemental material).
- Evidence of quality of advising with a focus on recruitment, degree accessibility, and retention of students.
- Advise junior and senior students on course selection, degree, career, graduate school to help students achieve their post-graduation goals using MSU Denver advising software to record advising sessions.
- Meet Basic Faculty Obligations, see Appendix B.

Scholarly Activities

- No scholarly activities are required.

Service

- Attend Department and College of Business meetings.

AREAS OF PERFORMANCE AND CRITERIA FOR EVALUATION OF ADJUNCT FACULTY

Adjunct faculty members play an important role in the Economics Department. In order to provide the level of performance that will continue to allow the Department to contribute to the vision and mission of MSU Denver and to help the College of Business maintaining its AACSB accreditation, provide a high level of performance in the classroom, and otherwise be valuable to the Department, they should consistently achieve SRIs at the same level that full-time category I and Non-tenure track faculty members and, at a minimum, be willing to be involved with assessment activities. In addition, adjunct faculty will be observed once in the first year of their employment by the Department Chair or the chair's designee.

In addition to maintaining a high level of performance in the classroom, as measured by SRIs, adjunct faculty should prepare and distribute quality syllabi and other course materials that meet the standards that should be expected at a university level. They are also expected to participate in any assessment initiatives in the Department or College of Business. Consistently low SRIs or other signs of low-quality teaching will result in termination of the faculty member's affiliation with the Department of Economics.

Since adjunct faculty are hired on a semester-to-semester basis, rudimentary evaluation of their performance and Department needs will occur every semester, with more complete evaluations performed on an annual basis. When the needs of the Department call for the reduction in the number of Adjunct Faculty, the length of time an adjunct Faculty member has been teaching for the Department will not be a factor. Department needs and performance will be considered in retention and non-retention decisions, these decisions will be made by the Chair.

RATING SCALE

The following rating scale will be used in the evaluation of an adjunct faculty member's achievements. In addition, the following tables enumerate the expectations of adjunct faculty.

Meets Standards	This rating indicates a level of performance that demonstrates a record of satisfactory accomplishment. This rating is achieved by maintaining PQ status and by achieving adequate classroom performance and Department participation, as described above. This rating suggests a level of performance so that if the need for this faculty member continues, they will be considered for retention for another semester.
Needs Improvement	This rating suggests that a faculty member's performance does not indicate satisfactory accomplishment, maintenance of PQ status, and/or Department participation. If a faculty member earns this rating, even if the need continues for an Adjunct Faculty member, they may not be considered for another semester.

EVALUATION & EXPECTATIONS OF ADJUNCT FACULTY

All faculty are expected to perform basic responsibilities as specified in the faculty member's contract, the Faculty Employment Handbook (Handbook), and in accordance with the

academic and procedural calendars. See Appendix B for a non-exhaustive list of these key responsibilities.

Teaching

- Show effective classroom delivery, content, and design appropriate to the official course syllabus, see Appendix A.
- Effectively use multiple pedagogies that take account of students' various learning styles, including inclusive and high impact practices to promote recruitment and retention.
- Achieve a satisfactory evaluation when observed during first semester of teaching and show willingness to implement suggestions of peer observers.
- Weighted SRI average scores of 4.5 or greater are considered a "meets standards" for the department. The department will use only question #2 "contributions to the course" to determine SRI weighted averages for evaluation purposes. The weighted average formula is calculated as: $\frac{\sum(SSSSS \times NN)}{\sum NN}$ for Question 2. If a faculty is below the 4.5 threshold, they must show continuous effort and outcomes toward the threshold (SRI scores shall be considered as one factor of many in the overall evaluation of teaching).^{7,8}
- Actively participate in department and college assessment activities and implement changes as determined by department and/or college faculty.
- Utilize the current Learning Management System used by MSU Denver at a minimum communication (announcements and emails) as well as distribution of course materials (syllabi, presentations, readings, and other learning material including supplemental material).
- Meet Basic Faculty Obligations, see Appendix B

Scholarly Activities

- No scholarly activities are required from adjunct faculty.

⁷ In narrative, address patterns, outliers, changes made, etc., as they relate to SRIs and student comments.

⁸ SRI scores will be evaluated in a broad context of factor not based on numerical score alone because there are many factors influencing SRI scores such as course difficulty, method of instruction (online, hybrid, face-to-face), upper vs. lower division, required course vs. elective, controversial content, etc. to determine if the pattern meets standards. In compliance with the Handbook for the faculty to demonstrate a holistic performance, a weighted average SRI score of less than 4.5 may not, by itself, result in a 'needs improvement' rating/evaluation.

When submitting material to be considered for a faculty member's post-tenure review, they should carefully address the items in Table 3 above. It is faculty members' sole responsibility to show clear evidence that the contributions in each of the three areas have been adequate, according to the guidelines above. Submission of material makes a faculty member eligible to be considered for a successful PTR only.

Service

- No service requirements are required from adjunct faculty.

CRITERIA FOR EMERITUS STATUS OF FACULTY

According to MSU Denver's Faculty Employment Handbook (2022, p. 29), "All faculty who have completed ten years or more of full-time service at the University shall be eligible at the time of their retirement for an emeritus title equivalent to their highest professional rank. Faculty who participate in the transitional retirement program or who continue to teach full-time at the University after retirement are considered to be members of the faculty and therefore are not eligible for emeritus status. A department chair or any faculty member of the department may nominate faculty for emeritus status."

In addition to these basic requirements of the University, Emeritus Status in the Economics Department requires the following.

- Faculty member consistently exceeded the College of Business requirements to be classified as SA, or PA SP or IP required of their position.
- Have a teaching history that significantly and consistently exceeded the Department's minimum standard for teaching, such as weighted average SRIs of 4.5 or higher, participating in advising and assessment, and other student involvement and support.
- Have a record of service at all three levels of the university (Department, College, and University), as well as service to the community and the profession.
- Have a desire to continue involvement with the Department, the College of Business, and the University.

Once a person is nominated, the Department Chair will substantiate that the nominee has satisfied the requirements above. The nomination must then be endorsed by the majority of the full-time faculty members of the department and by the Dean of the College of Business, who then will forward the recommendation to the Provost. If the Provost agrees with the nomination, they will forward the nomination to the President of the University. If the President concurs, they will forward the nomination to the Board of Trustees for final approval.

The benefits for an Emeritus Faculty member are outlined in the Faculty Employment Handbook.

APPENDIX A

CRITERIA AND GUIDELINES

While criteria for the Areas of Performance are stated in this section of the Handbook, guidelines must specify the standards for Meets Standards pertaining to each criterion listed below and must provide examples of activities for each rating except for a "Needs Improvement" rating. These are guidelines and should not be thought of as a "bean counting" exercise.

In faculty evaluations, the department chair will comment in each area on the quantity and quality of work by the professor making suggested changes where appropriate. Specifically, for tenure-track faculty, the chair will comment on the "progress made toward tenure" that the faculty member is making within the department guidelines.

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. Good teachers are scholars, researchers, practitioners or those with advanced expertise or experience who share knowledge, using appropriate methodologies, and who demonstrate and encourage students about the subject matter in such a way as to leave them with a lasting conviction of having benefited from intellectual interaction.

Effective teachers maintain high academic standards, facilitate student achievement without compromising academic standards, and prepare students for graduate work, and policy and professional work. The best teaching transmits specific knowledge and skills, develops habits of mind, and provides models of scholarly, scientific, and professional behavior and inquiry.

At the instructional level, the most important responsibilities of a teacher to his/her students are the following:

Content Expertise

To demonstrate knowledge and/or relevant experience, effective educators 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.

Examples of activities that demonstrate content expertise may include:

Class materials, assignments, text, reading materials are current in the field and potentially identify and address DIAB issues when appropriate.	Continuously survey the academic, professional, policy, and legal fields to maintain currency on new	Incorporates into the classroom current relevant information through discussion of new policies, legislations, regulations, or projects to illustrate how one applies the economic way of thinking to evaluate the costs and
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	developments in the fields.	benefits of such proposals or new policies.
Attend sessions at professional meetings that add currency to the teaching field.	Include additional course materials beyond the textbook.	When relevant, incorporate into the courses taught, results and findings from the scholarly literature (books, new published journal articles, or new working papers)

Instructional Design

To organize this knowledge/experience for student learning: Effective educators design course objectives, syllabi, materials, activities, and experiences that are conducive to learning, align with high impact practices, and assessment of student learning.

Examples of activities that demonstrate instructional design may include:

Syllabus identifies and communicate appropriate student learning objectives.	Syllabus for courses with General Studies (GS) (including Global Diversity (GD)) and/or Multicultural (MC) designation clearly identifies GS (including GD) or MC Student Learning Outcomes.	Course objectives, learning objectives, assignments, and assessments of student learning are consistent with the course official syllabus.
Develops assignments and class activities that provide students with opportunities to apply course content. Develops assignments that can serve as instruments to assess student learning in relation to course learning objectives and student learning outcomes when it comes to courses with GS (including GD) and/or MC designations.	Syllabus clearly states grading policies. Syllabus clearly states due dates for quizzes, exams, and assignments.	Revise regular course syllabus as needed relative to the official syllabus.

Instructional Delivery

To communicate this knowledge/experience into a format accessible to students: Effective teachers communicate information clearly, create inclusive environments conducive to learning, and use an appropriate variety of teaching methods.

Examples of activities that demonstrate instructional delivery may include:

Effectively use multiple pedagogies that take account of students' various learning styles, including inclusive and high impact practices to promote recruitment and retention.	Incorporate appropriate relevant technology in the classroom such as, for example, STATA, R, Mathematica, MATLAB, Tableau, Python.	Use the current Learning Management System used by MSU Denver by uploading syllabus, course learning material including links to outside learning material such as blog posts, online articles, database, online resources for economists, etc.
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Instructional Assessment

To evaluate the mastery of students: Effective teachers design course assessment procedures appropriate to course learning objectives, ensure fairness in student evaluation and grading, and provide constructive feedback on student work.

Examples of activities that demonstrate instructional assessment may include:

Design course assessment assignments to measure course learning objectives.	Design course assignments to assess course learning objectives and student learning outcomes for course with GS and/or MC designations.	Develop grading rubrics for written assignments and provide answer keys for exams and quizzes to allow students to review how they were graded.
Advise students on their academic weaknesses and how they may improve future performance.	Ensure that assignments, exams, and quizzes are current and updated regularly.	Ensure that all graded work is made available to students for their review.

Advising In and Outside 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, provide feedback on classes students should take to meet their post-graduation goals, and answers to questions relating to a discipline.

Activities that demonstrate advising may include:

Advising students efficiently by following department requirements and guidelines.	Advising inside the classroom or remotely for online classes.	Advising students on course selection within and outside the department to help students meet their post-graduation goals.
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Participating in the department development of a brochure to promote the department program(s).	Participating in the department, College of Business, and University advising, recruiting (major fairs, open houses, etc.) and retention activities.	Using the current advising system used by MSU Denver.
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SCHOLARLY ACTIVITIES

Scholarly 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 through original research; interpreting knowledge within or across disciplines; synthesizing information across disciplines; 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 in either peer reviewed journals by disciplinary scholars or professional or governmental organizations; or critical reflection by a wider community, including profit or non-profit organizations.

In addition to these scholarly activities, it is expected that the faculty member shares 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.

In addition, the faculty member will maintain **Scholarly Academic (SA)** qualifications as defined by the College of Business throughout the tenure and post-tenure process (see current College of Business Faculty Qualification Policy). In addition, a faculty member should have at least five other scholarly activities, such as the activities listed in the following list, to be qualified to be considered for tenure. Specific requirements for a faculty member to be considered for tenure are found in the Table 1.

Activities that demonstrate scholarly activities. Please see College of Business Policy for faculty qualifications for a more extensive list of acceptable activities. These activities may include:

Publication of articles in peer-reviewed journals listed in the ABDC journal quality list or Department approved journal list.	Publication of scholarly books or books of applied scholarship.	Publication of peer-reviewed conference papers in proceedings.
Publication of chapters in editor-refereed or peer-reviewed edited scholarly books.	Publication of book review in peer-reviewed journals.	Publication of cases in editor-refereed or peer-reviewed edited books or textbooks.

Presentation of peer-reviewed papers at internationally, nationally, or regionally recognized conferences.	Presentation of paper at departmental research workshop at a R1 or R2 university.	Serving as a panelist or keynote speaker at a professional or academic conference.
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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, college, or university level. Outside the institution, faculty engage in service when they use their disciplinary and/or professional expertise and talents to contribute to such organizations as the media, regional communities, professional and disciplinary associations (occupying a leadership position or serving on the organization’s executive board, organizing sessions, being a discussant at a session), profit and non-profit organizations, government agencies, academic and professional journals (serving as an editor, associated editor, or on the editorial board, or as referee), and academic or professional publishers (serving as a book editor or a referee for a book).

Activities that demonstrate service may include:

Serving a term as defined by committee bylaws on a department committee.	Serving a term as defined by committee bylaws on a college committee.	Serving a term as defined by committee bylaws on a university (including Faculty Senate) committee.
Hosting student activities.	Assisting with student organizations.	Unpaid public service or consulting work to community, business, or professional organizations.
Serving as an editor or associate editor of a peer-reviewed journal.	Serving on the editorial board of a peer-reviewed journal.	Serving as a referee for a peer-reviewed journal, a book, or an edited book.
Organizing a conference session, serving as a session chair or a discussant at a recognized regional, national, or international conference.	Provide media interviews.	Serving on the board of professional international, national, regional, or local organizations.
Serving on a local agency, non-profit, community group, etc.		

APPENDIX B

BASIC FACULTY OBLIGATIONS

BASIC FACULTY OBLIGATIONS

Faculty are expected to:

- Adhere to accepted standards of professional conduct as established by the Handbook and AAUP.
- Be available by email, phone, or remote office tools (Teams, Zoom, Google Hangout, etc.), as well as for scheduled meetings, during their contractual period, from one week prior to the fall semester to one week after the spring semester, excluding holidays when the University is closed; provide the chair with timely notice in the event they are unavailable during the contractual period.
- Use the University's Learning Management System for communicating course syllabus, course material, course supplemental material, and to communicate regularly with students.
- Prepare a syllabus by the first class, which contains the course description, course learning objectives, student learning outcomes (particularly for courses with a General Studies, Global Diversity, or Multicultural designations) their grading criteria, syllabus policies and special notices required by law or institutional policy.
- Assure that adequate and accurate records of student performance are maintained; keep these for one calendar year after the end of the semester in which the course was taught.
- Establish, post, and keep a minimum of five office hours weekly during each academic term of the regular academic year.
- Submit grades by the deadline established by the Registrar.