METROPOLITAN STATE UNIVERSITY OF DENVER
COLLEGE OF BUSINESS

FINANCE DEPARTMENT

FACULTY EVALUATION GUIDELINES

July 1, 2023

DEPARTMENT GUIDELINES REVIEW			
	Approve	Disapprove	Date
_____ Department Chair	xx		
Ann Murphy _____ Dean, College of Business	xx		3/2/23
_____ Provost & Executive VP for Academic Affairs	xx		May 16, 2023

Approved by the College of Business Department Chairs February 28, 2023

COLLEGE OF BUSINESS MISSION STATEMENT

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

FINANCE DEPARTMENT MISSION STATEMENT

The Finance Department of the College of Business at Metropolitan State University of Denver delivers high quality, accessible undergraduate business and personal finance education in the metropolitan Denver area appropriate to a diverse student population and modified open admission standards. We prepare students for careers, graduate education and lifelong learning in a society characterized by technological advancements and globalization.

The primary purpose of the Finance Department is the pursuit of excellence in teaching and learning. We nurture learning through individual attention to students. The faculty of the Finance Department engages in professional development activities that enhance instruction and contribute to scholarship and applied research. Our faculty provides services to the institution, the professions and the community at large.

AREAS OF REVIEW

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.

As per Faculty Employment Handbook (Handbook) policy of July 1, 2022: Expectations will follow the Handbook in place at the time the portfolio is due for submission.

II.D.8.c.

The revised guidelines will be effective immediately for faculty hired in the next academic year. For untenured faculty members the revised guidelines will be effective upon completion of their tenure/early tenure review. For tenured faculty members the revised guidelines will be effective upon completion of their next significant evaluation (i.e., promotion or post- tenure review) or immediately, if the next significant evaluation is more than three years away. Under extremely rare circumstances, changes can be made effective immediately (triggered, for example, by discipline-specific accreditation standards) if a majority of tenure-line faculty in an academic department and the relevant College/School Dean agree such changes are needed and reasonable.

These evaluation guidelines are effective for tenured faculty starting a new 5 year PTR evaluation period (cycle) on or after July 1, 2023, and to faculty hired to start on a tenure-track appointment on or after July 1, 2023. These will be the guidelines in effect for those tenured finance faculty with a PTR review in 2026 or later. Those faculty scheduled to undergo PTR during prior to the Spring of 2026 will be evaluated under the 2020 Finance Department Guidelines.

Tenured/Tenure Track faculty in the Department of Finance are reviewed as required by the Handbook for Professional Personnel (the Handbook) based on their performance in each of three areas: teaching, scholarship, and service. All relevant and official information may be considered during the course of any review or major evaluation (whether for tenure, promotion or post-tenure review).

Each performance review or major evaluation will consider the following areas in detail:

a. <u>Teaching</u>: 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.

b. <u>Scholarship</u>: Scholarship is defined as creative activities, disciplinary or interdisciplinary expressions or interpretations that develop ideas, frame questions, create new forms of representation, solve problems, or explore enduring puzzles.

c. <u>Service</u>: Service is participation in the shared governance of the academy and the use of disciplinary or professional expertise and talents to contribute to the betterment of multiple environments, including professional and disciplinary associations, or non-profit and governmental agencies.

Faculty will submit a Portfolio to support their performance review as described in Section V of the Handbook. Regardless of the purpose of the review, faculty members will be evaluated and assessed on each of the areas of review referenced above (Teaching, Scholarship and Service) by each level of review, based on the contents of the submitted supporting portfolio. The outcome of this assessment will indicate that the faculty member either Meets Standards (as described in the Handbook) and is making successful progress toward a positive tenure/promotion/Post-Tenure Review, or that the faculty member is not making such progress and as a result Needs Improvement in one or more areas of performance.

The faculty member should consult the letters of evaluation generated at each level of review for specific guidance in each area that has been evaluated as needing improvement (if any). In circumstances where the faculty member is assigned a rating of "Needs Improvement" in a particular area, that faculty member has the obligation and responsibility to work pro-actively with the Department Chair to develop specific and concrete strategies for improving performance to a level of "Meets Standards".

The relevant passages describing these performance ratings are taken from Section V of the Handbook and are reproduced below. These levels of performance will be used for all major performance reviews (tenure, promotion, post-tenure review). Emphasis has been added.

Meets Standards	This rating represents a level of performance that demonstrably and substantially exceeds the **basic competency standard** but does not meet or exceed the highest expectations of the College. **Sustained performance at this level or above is necessary to support an application for tenure or promotion. However, ratings alone do not guarantee a favorable decision under the tenure or promotion policies.**
Needs Improvement	Does not meet standards. While **this rating represents a level of performance that** may meet a basic, minimal competency standard, it **is insufficient to support an application for tenure and promotion**.
	Performance at this level may reduce a faculty member's eligibility for base salary increases and in some cases may **render the faculty member** ineligible for salary increases, and **subject to** a performance improvement plan, disciplinary action, and **dismissal in accordance with applicable University procedures**.

Finance faculty should be aware of the expectation that they will consistently remain involved in their profession and be available to the Department, the College of Business and to the University as a whole on a regular and full-time basis. Involvement in activities that may tend to detract from a faculty members'

performance of their assigned duties are therefore strongly, specifically and explicitly discouraged. Appendix A provides the details for performance expectations by evaluation area.

MINIMUM STANDARDS FOR TENURE & PROMOTION
FROM ASSISTANT TO ASSOCIATE PROFESSOR

Successful candidates for tenure and promotion from assistant to associate professor are expected to satisfy the following criteria. Further, it should be clearly understood that (with respect to all criteria listed below) the activities listed are <u>minimums</u> necessary to be considered for tenure and promotion. They merely qualify the candidate to be considered for tenure; they are not assurances or guarantees of a successful tenure application and should not be interpreted as such. The faculty member should view the activities below together with letters of review (from all levels) during the probationary period as an indication of whether satisfactory progress is being made toward tenure.

TEACHING

- Effective use of multiple instructional pedagogies, including inclusive pedagogies and use of high impact practices.
- Development of assignments that require practical application of course material and concepts
- Show evidence of effective classroom delivery, content, and design, see Appendix A.
- Demonstrate the maintenance of currency in discipline
- Implement suggestions of peer observers, as appropriate
- SRI (Student Rating of Instruction) Scores
    - The Department will use responses to Question 2 only (Contribution to the Course) to determine SRI scores as one factor in evaluating overall Teaching performance. An overall weighted average SRI score will be computed for each faculty member based on the mean for a particular course section weighted by the number of students in each class responding to the SRI instrument.
    - Only sections with a response rate to the SRI instrument greater than 30% will be used in calculating this weighted average (sections with a response rate below 30% will be excluded from this calculation). For those sections with a response rate below 30%, the faculty member will be expected, in their summary narrative submission, to explain the low response rate and identify the measures being taken to increase and improve this figure.
    - At Service Year 3: Weighted-average Faculty mean for Question 2 (Contribution to the Course) is expected to be no less than 4.25 based on Service Year 2 SRI data only. This is intended to permit Service Year 1 to be used as a "developmental" year for the probationary faculty member. The weighted average for Service Year two is expected to be greater than that for Service Year 1.
    - At Service Year 6: Weighted average Faculty mean for Question 2 (Contribution to the Course) is expected to be no less than 4.5, based on SRI data from Service Years 3-5 inclusive.
        - The preceding assumes that the faculty member is submitting a promotion/tenure application at the end of their fifth probationary year. For those faculty who wish to apply for early tenure, Service Years 3-5 may not exist. In this case, the Department will expect SRI averages from Item 2 to be no less than 4.50 when calculated based on the three most recently completed service years of teaching data.
    - It is acknowledged that from time to time, abnormally low SRI scores may occur for any of a number of reasons. As a result, these guidelines specifically incorporate a provision for making these aberrations a point of discussion and review in the submitted portfolio. The burden of explaining and justifying the abnormally low scores is placed explicitly and exclusively upon the faculty member. This explanation should be offered and supported in the faculty member's summary narrative statement.

- Actively participate in department and College assessment activities and implement changes as determined by department and college AoL faculty members.
- Make use of the current on-line electronic advising tracking system to record the content of academic advising sessions and include notes with respect to specific advice/recommendations given to individual students
- Participate in department advising and retention activities such as department training sessions, majors fairs, MSU Denver Open Houses, SOAR, etc.
- Meet Basic Faculty Responsibilities, see Appendix B.

SCHOLARSHIP

- For those faculty hired ABD, the terminal degree should be completed and in hand within the time frame specified in the employment contract, and in all cases no later than the completion of the faculty member's second academic year of employment.
- By the end of Service Year 3, documentation should be available that the faculty member has at least one journal article under review at an outlet that qualifies under the most recent College of Business Policy for Faculty Qualifications under quality indicators for journals. Failure to meet this condition can be grounds for a recommendation of non-renewal of contract.

For SA faculty, requirements by the end of Service Year 6:
- Completion of minimum of five intellectual contributions and/or scholarly activities (See the examples of scholarly activities listed previously or in Appendix A or the College's FQ Policy) during the faculty member's Probationary Period. Of these five, a minimum of two must be peer-reviewed journal articles subject to the requirements specified in the most recent College of Business Policy for Faculty Qualifications under quality indicators for journals.

In addition, the following conditions must also be satisfied:
- At least two of the five intellectual contributions must have been generated within the most recent two-year period
- Faculty must have maintained Scholarly Academic (SA) status (per the most recent College of Business Policy on Faculty Qualifications) for each year of their probationary period and should be able to document such.

For faculty members with an approved PA plan, the plan should specify the criteria needed for meeting scholarly expectations.

SERVICE

It is expected that the faculty member:

- Will consistently provide service activities to several of the multiple communities that comprise and are served by the institution (i.e., the Department, College, University, professional community and/or the Denver community at large). These service activities should be tied directly to and draw directly on the faculty member's discipline and area of professional expertise.
- Will engage in service activities that are meaningful and substantive in nature. This is best demonstrated by a faculty member's engagement in service activities that exhibit increasing degrees of leadership and initiative as length of service increases. It is explicitly noted here that mere attendance at meetings and/or functions do not characterize meaningful contributions to service for the tenure track faculty member and will not be accepted as such.

MINIMUM STANDARDS FOR PROMOTION
FROM ASSOCIATE TO FULL PROFESSOR

Successful candidates for promotion to professor are expected – at a minimum level– to satisfy the following criteria. Further, it should be clearly understood that (with respect to all criteria listed below) the activities listed are indeed <u>minimums</u>. They qualify the candidate to be <u>considered</u> for promotion; they are not assurances or guarantees of a successful application and are not to be interpreted as such.

"Professor" is the highest rank that can be achieved in our profession as faculty members. Accordingly, only our most highly-qualified faculty should be eligible to hold this rank. The requirements for promotion to this rank are more demanding than are the requirements for tenure and promotion to associate professor.

Per the handbook, faculty members are eligible to apply for promotion to full professor in the fourth year after attaining the rank of associate professor.

TEACHING

- Effective use of multiple instructional pedagogies, including inclusive pedagogies and high impact practices.
- Development of assignments that require practical application of course material and concepts
- Show evidence of effective classroom delivery, content, and instructional design, see Appendix A.
- Demonstrate the maintenance of currency in discipline
- SRI (Student Rating of Instruction) Scores
    - The Department will use responses to Question 2 only (Contribution to the Course) to determine SRI scores as one factor in evaluating overall Teaching performance. An overall weighted average SRI score will be computed for each faculty member based on the mean for a particular course section weighted by the number of students in each class responding to the SRI instrument.
    - Only sections with a response rate to the SRI instrument greater than 30% will be used in calculating this weighted average (sections with a response rate below 30% will be excluded from this calculation). For those sections with a response rate below 30%, the faculty member will be expected, in their summary narrative submission, to explain the low response rate and identify the measures being taken to increase and improve this figure.
    - The weighted average Faculty mean for Question 2 (Contribution to the Course) is expected to be no less than 4.65 based on SRI data during time at rank as associate professor.
    - It is acknowledged that from time to time, abnormally low SRI scores may occur for any of a number of reasons. As a result, these guidelines specifically incorporate a provision for making these aberrations a point of discussion and review in the submitted portfolio. The burden of explaining and justifying the abnormally low scores is placed explicitly and exclusively upon the faculty member. This explanation should be offered and supported in the faculty member's summary narrative statement.
- Actively participate in department and College assessment activities and implement changes as determined by department faculty
- Participate in department advising and retention activities such as department training sessions, major's fairs, MSU Denver Open Houses, SOAR, etc.
- Meet Basic Faculty Responsibilities, see Appendix B.

SCHOLARSHIP

- Completion of minimum of five intellectual contributions and/or scholarly activities (See the examples of scholarly activities listed previously) during the faculty member's time as associate professor. Of these five, a minimum of three must be peer-reviewed journal articles subject to the requirements specified in the most recent College of Business Policy for Faculty Qualifications under quality indicators for journals. For those candidates who have spent more than five years at

the associate professor rank, this condition must be met for each consecutive five year period at the rank of associate professor in order to be eligible for promotion.

In addition, the following conditions must also be satisfied:
- Two of the five contributions/activities must have occurred within the most recent two year period
- Faculty must have maintained Scholarly Academic status (per the most recent College of Business Policy on Faculty Qualifications) for each year of their probationary period and should be able to document such.
- For faculty members with an approved PA plan, the plan must specify the criteria to be met for promotion from associate to professor.

- Faculty who do 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:
- 1. 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;
- 2. Satisfy the annual maintenance requirement for SA or PA status for 4 consecutive Annual Review Periods after the missed year, and
- 3. Earn a successful PTR after the missed year.

SERVICE

It is expected that the faculty member:

- Will consistently provide service activities to several of the multiple communities that comprise and are served by the institution (i.e., the Department, College, University, professional community and/or the Denver community at large). These service activities should be tied directly to and draw directly on the faculty member's discipline and area of professional expertise.
- Will engage in service activities that are meaningful and substantive in nature. This is best demonstrated by a faculty member's engagement in service activities that exhibit increasing degrees of leadership and initiative as length of service increases. It is explicitly noted here that mere attendance at meetings and/or functions do not characterize meaningful contributions to service for the tenure track faculty member and will not be accepted as such.
- Will have provided, during time at rank as associate professor, service activities that are both quantitatively and qualitatively superior to those provided during their time as probationary faculty.

EXPECTATIONS FOR POST-TENURE REVIEW

Tenured faculty members are subject to Post-Tenure Review (PTR) every five years and must submit PTR portfolios according to the schedule in the procedural calendar for the PTR year. The following sections detail minimum expectations for faculty undergoing PTR. A successful PTR involves – at a minimum – meeting the following criteria. It should be clearly understood that (with respect to all criteria listed below) that these are indeed minimum expectations. Meeting these criteria are not assurances or guarantees of a successful PTR and are not to be interpreted as such.

TEACHING

- Effective use of multiple instructional pedagogies, including inclusive pedagogies and high impact practices.
- Develop assignments that require practical application of course material and concepts
- Show evidence of effective classroom delivery, content, and design, see Appendix A
- Demonstrate the maintenance of currency in discipline
- SRI (Student Rating of Instruction) Scores
    - The Department will use responses to Question 2 only (Contribution to the Course) to determine SRI scores as one factor in evaluating overall Teaching performance. An overall weighted average SRI score will be computed for each faculty member based on the mean for a particular course section weighted by the number of students in each class responding to the SRI instrument.
    - Only sections with a response rate to the SRI instrument greater than 30% will be used in calculating this weighted average (sections with a response rate below 30% will be excluded from this calculation). For those sections with a response rate below 30%, the faculty member will be expected, in their summary narrative submission, to explain the low response rate and identify the measures being taken to increase and improve this figure.
    - The weighted average Faculty mean for Question 2 (Contribution to the Course) is expected to be no less than 4.75 as calculated over the period of time since the faculty member's most recently completed PTR (or award of tenure, as appropriate).
    - It is acknowledged that from time to time, abnormally low SRI scores may occur for any of a number of reasons. As a result, these guidelines specifically incorporate a provision for making these aberrations a point of discussion and review in the submitted portfolio. The burden of explaining and justifying the abnormally low scores is placed explicitly and exclusively upon the faculty member. This explanation should be offered and supported in the faculty member's summary narrative statement.
- Actively participate in department and College assessment activities and implement changes as determined by department faculty
- Make use of the current on-line electronic advising tracking system to record the content of academic advising sessions and include notes with respect to specific advice/recommendations given to individual students
- Participate in department advising and retention activities such as department training sessions, majors fairs, MSU Denver Open Houses, SOAR, etc.
- Meet Basic Faculty Responsibilities, see Appendix B

SCHOLARSHIP

- Completion of minimum of five intellectual contributions and/or scholarly activities (See the examples of scholarly activities listed previously) during the Post Tenure Review Period. Of these five, a minimum of two must be peer-reviewed journal articles subject to the requirements specified in the most recent College of Business Policy for Faculty Qualifications under quality indicators for journals.

In addition, the following condition must also be satisfied:
- Two of the five contributions/activities must have occurred within the most recent two year period
- Faculty must have maintained Scholarly Academic status (per the most recent College of Business Policy on Faculty Qualifications) for each year of their review period and should be able to document such.
- Faculty members with an approved PA plan must specify within the plan the criteria to be met for successful PTR.

SERVICE

It is expected that the faculty member:

- Will consistently provide service activities to several of the multiple communities that comprise and are served by the institution (i.e., the Department, College, University, professional community and/or the Denver community at large). These service activities should be tied directly to and draw directly on the faculty member's discipline and area of professional expertise.
- Will engage in service activities that are meaningful and substantive in nature. This is best demonstrated by a faculty member's engagement in service activities that exhibit increasing degrees of leadership and initiative as length of service increases. It is explicitly noted here that mere attendance at meetings and/or functions do not characterize meaningful contributions to service for the tenure track faculty member and will not be accepted as such.

CRITERIA FOR EMERITUS STATUS OF FACULTY

Eligibility: According to MSU Denver's Faculty Employment *Handbook* [Chapter V.J.1. a. and b.] "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 Management Department requires the following.

- Upon retirement, be qualified as SA, PA, SP or IP status.
- Have a teaching history reflecting Department standards, such as weighted average SRIs of 4.50 or higher since their last performance review, participating in advising and assessment, and other student involvement and support.
- Have a record of service reflecting leadership 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 stay involved with the Department.

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, he or she will forward the nomination to the President of the University. If the President concurs, he or she 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* [Chapter V.J.3.].

EVALUATION GUIDELINES FOR NON-TENURE TRACK FACULTY

Non-tenure track faculty must demonstrate a high level of performance in the classroom and make meaningful and valuable contributions to the Department in other ways. The following describes minimum performance expectations for Non-tenure track Faculty.

TERM OF CONTRACT / REAPPOINTMENT PROCEDURES

Non-tenure track faculty members are generally hired on a year-to-year basis, depending on the Department's and College's needs. They are offered annual contracts at the Chair's and Dean's discretion, depending upon the needs of the Department. After the first year of employment in the Department, any Non-tenure track faculty member who wishes to be reappointed will undergo comprehensive review by submitting a portfolio to the Department Chair.

Some Non-tenure track faculty may be eligible, by virtue of outstanding performance or qualifications, for contracts of up to three years in duration. A faculty member must successfully complete a minimum probationary period of three successive one-year contracts before being eligible to apply for a multi-year contract. Upon invitation by the Department Chair, a Non-tenure track faculty member eligible for a multi-year contract will submit a letter of interest describing how he or she plans to contribute to the Department, the College and/or the University during the term of the proposed contract. This letter of interest is to be submitted with the faculty member's annual reappointment portfolio. If the Non-tenure track member is awarded a multi-year contract, he or she will submit a portfolio for comprehensive review only after the final year of that contract and only if he or she wishes a subsequent multi-year appointment.

There is no due process or right of appeal to faculty who express interest but do not receive multi-year contracts or to those whose multi-year contracts are not renewed.

TEACHING LOAD

The normal expectation for Non-tenure track faculty members is specified by the university in the Faculty Employment Handbook. Some non-tenure track faculty will be evaluated only on their performance in the classroom and maintenance of their professional qualifications, as discussed below. These faculty members will have teaching assignments that align with university policy as described in the Faculty Employment Handbook. Some Non-tenure track faculty will be provided an option of teaching load less than outline in the Faculty Employment Handbook. r. In these cases, the faculty members then has the same teaching load as a tenured/tenure-track faculty member and is therefore expected to meet higher expectations for scholarship and similar service demands made of tenured/tenure track faculty members.

EVALUATION CRITERIA

Successful Non-tenure track candidates for reappointment are expected to satisfy the following criteria. It should be clearly understood that (with respect to all criteria listed below) the activities listed are indeed <u>minimums</u>. They qualify the candidate to be <u>considered</u> for reappointment; they are not assurances or guarantees of reappointment and are not to be interpreted as such.

TEACHING (Applies to All Non-tenure track Faculty)

- Effective use of multiple instructional pedagogies, including inclusive pedagogies and high impact practices.
- Develop assignments that require practical application of course material and concepts
- Show evidence of effective classroom delivery, content, and design, see Appendix A.
- Demonstrate the maintenance of currency in discipline
- Implement suggestions of peer observers, as appropriate
- Classroom observations by department faculty and implementation of suggestions, as appropriate
- SRI (Student Rating of Instruction) Scores
  - The Department will use responses to Question 2 only (Contribution to the Course) to determine SRI scores as one factor in evaluating overall Teaching performance. An overall weighted average SRI score will be computed for each faculty member based on the mean

for a particular course section weighted by the number of students in each class responding to the SRI instrument.

- o Only sections with a response rate to the SRI instrument greater than 30% will be used in calculating this weighted average (sections with a response rate below 30% will be excluded from this calculation). For those sections with a response rate below 30%, the faculty member will be expected, in their summary narrative submission, to explain the low response rate and identify the measures being taken to increase and improve this figure.
- o The weighted average Faculty mean for Question 2 (Contribution to the Course) is expected to be 4.50, as calculated over the duration of the contract.
- o It is acknowledged that from time to time, abnormally low SRI scores may occur for any of a number of reasons. As a result, these guidelines specifically incorporate a provision for making these aberrations a point of discussion and review in the submitted portfolio. The burden of explaining and justifying the abnormally low scores is placed explicitly and exclusively upon the faculty member. This explanation should be offered and supported in the faculty member's request for reappointment.

- Actively participate in department and College assessment activities and implement changes as determined by department and college AoL faculty members.
- Make use of the current on-line electronic advising tracking system to record the content of academic advising sessions and include notes with respect to specific advice/recommendations given to individual students
- Participate in department advising and retention activities such as department training sessions, majors fairs, MSU Denver Open Houses, SOAR, etc.
- Meet Basic Faculty Responsibilities, see Appendix B.

Expectations of Faculty members with reduced workload

SCHOLARSHIP

- Maintain IP or SP status, as appropriate (per the most recent College of Business Policy on Faculty Qualifications).
- Be on a plan to become SP
- In rare cases maintain SA or PA, responsibilities to be determined at time of hire or modified at time of reappointment if hired prior to the effective date of these guidelines.

SERVICE Non-tenure track

It is expected that the faculty member:

- Will consistently provide service activities to several of the multiple communities that comprise and are served by the institution (i.e., the Department, College, University, professional community and/or the Denver community at large). These service activities should be tied directly to and draw directly on the faculty member's discipline and area of professional expertise.
- Will engage in service activities that are meaningful and substantive in nature. This is best demonstrated by a faculty member's engagement in service activities that exhibit increasing degrees of leadership and initiative as length of service increases. It is explicitly noted here that mere attendance at meetings and/or functions do not characterize meaningful contributions to service for the tenure track faculty member and will not be accepted as such.

Expectations of Non-tenure track faculty members with normal teaching load

Scholarship
- Typically maintain IP classification
- In some cases, SP, PA, or SA may be appropriate, expectations to be determined at time of hire or if hired prior to these guidelines at time of reappointment

EVALUATION GUIDELINES FOR ADJUNCT FACULTY

Adjunct faculty are retained to teach courses on a semester by semester basis, depending on the needs of the Department. These faculty are expected – at a minimum level– to meet the following criteria. Further, it should be clearly understood that (with respect to all criteria listed below) the activities listed are indeed <u>minimums</u> necessary to be considered for continued employment. They qualify the adjunct faculty member to be considered for employment beyond the current semester; they are not assurances or guarantees of continued employment and should not be interpreted as such.

TEACHING

- Effective use of multiple instructional pedagogies, including inclusive pedagogies and high impact practices.
- Develop assignments that require practical application of course material and concepts
- Show evidence of effective classroom delivery, content, and design, see Appendix A
- Demonstrate the maintenance of currency in discipline
- Achieve a satisfactory evaluation of classroom performance during the first semester of employment when observed by the Department Chair or designee. Implement suggestions/recommendations of the observers, as appropriate
- SRI (Student Rating of Instruction) Scores
    - The Department will use responses to Question 2 only (Contribution to the Course) to determine SRI scores as one factor in evaluating overall Teaching performance. An overall weighted average SRI score will be computed for each faculty member based on the mean for a particular course section weighted by the number of students in each class responding to the SRI instrument.
    - Only sections with a response rate to the SRI instrument greater than 30% will be used in calculating this weighted average (sections with a response rate below 30% will be excluded from this calculation).
    - The weighted average Faculty mean for Question 2 (Contribution to the Course) is expected to be 4.50 for the semester in question.
- Meet Basic Faculty Responsibilities, see Appendix B.

SCHOLARSHIP

There are no scholarship expectations of adjunct faculty. However, adjunct faculty members are expected to maintain their professional qualifications. Normally adjunct faculty members will be classified as IP; however, they might be SP, SA, or PA in some situations.

SERVICE

There are no service expectations of adjunct faculty.

Appendix A
DETAILED PERFORMANCE EXPECTATIONS BY EVALUATION AREA

The following activities with respect to Teaching, Scholarship and Service are intended to be non-exhaustive guidelines and examples of the sort of activities expected in each area. They should be used as reference points for the discussions of all major reviews (tenure/promotion/PTR/reappointment) below.

<u>**TEACHING**</u>

Teaching is a complex and reflective human activity that, in the higher education context, is offered in a forum that is advanced, semi-public, and essentially critical in nature. No single definition can possibly suffice to cover the range of talents that go into excellent teaching or that could be found across the board in the varied departments and disciplines of an entire University. Good teachers are scholars, researchers, inventors, scientists, creators, artists, professionals, investigators, practitioners or those with advanced expertise or experience who share knowledge, using appropriate methodologies, and who demonstrate and encourage enthusiasm about the subject matter in such a way as to leave the student with a lasting and vivid conviction of having benefited from that interaction.

Effective teachers typically maintain high academic standards, prepare students for professional work and development, facilitate student achievement, and provide audiences for student work. Some might add that the best teaching transmits specific skills or enhances talents that students possess, while others would note that good teaching develops habits of mind or provides models of scholarly, scientific, artistic or professional behavior and inquiry much more important than particular information. Faculty typically aspire to a number of other civic purposes in the classroom that may also include encouraging their students to long for the truth, to aspire to achievement, to emulate heroes, to become just, or to do good, for example.

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

(1) <u>Content Expertise</u>: To demonstrate knowledge and/or relevant experience. Effective teachers display knowledge of their subject matter in the relevant learning environment (classroom, on-line, hybrid, field work, etc.). This 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, but are not limited to:

▪ Class materials, assignments, text, reading materials are kept current	▪ Continuously surveying the professional, business, political, legal field to keep updated on developments in the field	▪ Incorporating current information into the classroom
▪ Attend sessions at professional meetings that add currency to the teaching field	▪ Including additional course material beyond the textbook	▪ Research in the field; results of the most current research is incorporated into the course

(2) <u>Instructional Design</u>: Re-ordering and re-organizing this knowledge/experience to facilitate student learning. Effective teachers design syllabi, materials, activities, and experiences that are supportive of and conducive to achievement of the learning objectives in a specific course.

Examples of activities that demonstrate appropriate instructional design include:

- Identifying and communicating appropriate learning objectives
- Ensuring that course objectives, learning objectives, assignments, assessments are consistent
- Developing a detailed course outline for students

- Syllabus clearly states grading policies and mechanics
- Attending teaching workshops/seminars and implementing new ideas
- Developing assignments, in-class activities and assessment systems that provide students with opportunities to apply course content

- Develop new courses
- Revise Regular Course syllabi as needed
- Providing active learning opportunities

- Peer-to-peer learning opportunities are provided

(3) <u>Effective Teaching</u>: Communicating and translating this knowledge/experience into a format accessible to students: Effective teachers communicate information clearly, create environments conducive to learning, and use an appropriate variety of teaching methods.

Examples of activities that demonstrate effective teaching may include:

- Use of multiple pedagogies in the class to meet needs of diverse learning styles
- Incorporating technology into the class
- Attending teaching workshops/seminars and implementing new ideas

- Communicating class/chapter/course objectives
- Provision of additional materials to students via website, Blackboard, etc.
- Use of group activities

- Organization and preparation of the course
- Strong evaluation of classroom performance as documented by high SRI scores

(4) <u>Instructional Assessment</u>: 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.

Examples of activities that demonstrate instructional assessment may include, but are not limited to:

- Designing course assessment instruments to measure course learning objectives
- Developing multiple types of assessments to meet needs of diverse learning styles
- Ensuring all graded work is made available to students for their review

- Advising students on their academic weaknesses and how they may improve future performance
- Assessments are kept current and updated regularly
- Providing reviews for exams

(5) <u>Advising In and Beyond the Classroom</u>: Providing guidance for students as they pursue their 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.

Activities that demonstrate proficiency in advising may include, but are not limited to:

- Attending department advising workshops
- Using appropriate forms (Degree Exception Forms, advising waivers)
- Using the Student Success Collaborative system to aid in academic advising

- Participating in Department and MSU Denver Advising and retention activities (Majors Fair, MSU Denver Open House, etc.)
- Incorporating advising components into class content
- Supervising an IDP, independent study, internship, etc.

- Writing letters of recommendation for students
- Providing career or graduate school advice to student
- Maintaining contacts in the industry to enhance career advising

SCHOLARSHIP

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

Purposes of engaging in scholarship include, but are not limited to, the following: maintaining currency in one's discipline, 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 via a process involving either peer review by disciplinary scholars or professional or governmental organizations; or by critical reflection from a wider community, including (for example) corporations or non-profit organizations.

In addition to these peer-reviewed 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; continuing education and professional development activities appropriate to professional status or certifications; and other activities specific to the faculty member's discipline or assigned responsibilities.

Specific expectations regarding effective scholarship and the activities that may be undertaken to meet expectations are described in the descriptions of major reviews (tenure/promotion/PTR/reappointment) that follow.

Examples of scholarly activities that may be counted for major review purposes include the following:

- Publish articles in peer-reviewed journals
- Publish peer-reviewed new or revised editions of textbooks
- Present peer-reviewed papers at academic/professional conferences

- Facilitate panel discussions at academic/professional conferences
- Publish cases in textbooks by respected publishers
- Publish non-peer-reviewed articles in trade publications
- Publish scholarly books or books of applied (contribution to practice) scholarship by respected publishers
- Publish chapters in edited scholarly books or edited textbooks
- Publish peer-reviewed conference papers that are published in the conference proceedings
- Publish book reviews in peer-reviewed journals
- Present non-peer-reviewed or invited papers
- Publish trade books, teaching lab or case books
- Develop original data bases or software available for public use
- Publish course supplements to texts
- Publish and disseminate cases by respected academic/professional organizations
- Attain the required number of hours of continuing education to maintain a professional certification current and in place
- Other activities pending consultation with and approval by the Department Chair and Dean of the College

SERVICE

Faculty engage in service when they participate in the shared governance and good functioning of the institution, whether these activities take place at the Department, 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.

As successful junior faculty will eventually develop into senior faculty, it is understood that these junior faculty will one day be the pool from which the institution's leaders are drawn. Accordingly, it is expected that a junior faculty member's service activities will clearly demonstrate increasing levels of leadership responsibility, initiative and experience as their career progresses to support their eventual inclusion in that leadership pool.

Activities that demonstrate effective service may include, but are not limited to:

- Serving a term as defined by committee bylaws on Department, College or University committees
- Serving a term as defined by committee bylaws on College or University committees

- Hosting student activities
- Assisting with student organizations
- Providing pro-bono public service or consulting work to community, business, or professional organizations consistent with the faculty's experience and/or expertise

- Being available as a reviewer for a peer reviewed journal or conference (at least 3 years)
- Serving on the editorial board of a peer reviewed journal
- Serving as session chair or discussant at a conference

		(multiple years or conferences)
▪ Reviewing texts or textbook supplements for a publisher	▪ Providing media interviews	▪ Serving on the board of a professional or community organization that draws directly on the faculty member's area of professional expertise
▪ Membership in a local, state, or national professional organization appropriate to the faculty's experience or expertise	▪ Serving a local agency, non-profit, community group, etc. in a capacity that draws on the faculty member's experience or expertise	

APPENDIX B
BASIC FACULTY RESPONSIBILITIES

1. Timely performance of responsibilities and other responsibilities in accordance with the academic and procedural calendars including submission of grades by the deadline established by the Registrar.

2. Adherence to accepted standards of professional conduct as established by the Handbook and AAUP.

3. Faculty are expected to be available by email or phone and for scheduled meetings during their contractual period excluding holidays, which is one week before classes begin and one week following the posting of final grades. Faculty shall provide the chair with timely notice in the event they are unavailable during the contractual period.

4. Faculty shall be responsible for the conduct of assigned classes and submitting grades by the University deadline; shall provide the chair with timely notice in the event that they cannot conduct a class (or classes); and, pursuant to written departmental policy, shall arrange, when possible, for instruction to be provided when they cannot be present — either by a substitute (preferred) or by class assignment.

5. During the first week of class faculty shall present to all students attending class a syllabus containing the course description, their grading criteria, syllabus policies and special notices required by law or institutional policy.

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

7. Full-time faculty shall establish, post, and keep a minimum of five office hours weekly during each academic term of the regular academic year.

8. In addition to teaching their classes, full-time faculty members shall prepare for classes, evaluate students' performance, confer with, and advise students. Tenure-line faculty will participate in committee work, scholarly activities, service, and other appropriate professional activities.

9. Faculty shall keep syllabi and student records for all classes for one calendar year after the end of the semester in which the course was taught.

10. Faculty shall respond to emails in a timely manner as established by their departmental policies when classes are in session.

11. Faculty shall use the MSU Denver Learning Management system for communications, sharing syllabus, and course handouts.