

Department Evaluation Guidelines Revision Form

(to be completed by Department Chair)

Date: October 7, 2022

Name: Debbie Gilliard

Department: Management

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

Votes: Yes 15 No 0

Please list the proposed changes

Page number(s)	Revision	Rationale for revision
5 & 7	<input type="checkbox"/> Conduct a minimum of 2 classroom observations of department full time and/or adjunct	Clarify that all faculty may be observed by peers
5	<input type="checkbox"/> Faculty who do not satisfy the annual maintenance requirement for SA or PA status in	Identify a path that allows faculty who have not maintained SA/PA status to remedy the situation and go forward with promotion
4, 6, 7	<input type="checkbox"/> Service as Director of a Program/Center will be considered to meet all service expecta	Recognizes that serving in a Directorship position requires a great deal of time and that no other service activities are expected
4, 5,7,9,10,11	e learning, etc.) as set forth in the Faculty Handbook. This may include assignment	Clarify expectations about inclusive pedagogy - in alignment with Faculty Handbook changes
9,10	Without Service Expectation/ with service expectation	Restate the 2 categories for Category II faculty and deleting the reference to 4/4 or 5/5 workload

Department Chair signature:

Debbie Gilliard Debbie Gilliard
2023.03.02 16:02:43 -0700'

Comments:

Updated faculty guidelines are attached and changes highlighted.

Dean signature:

Ann B. Muphy Digitally signed by Ann B. Muphy
Date: 2023.03.02 15:35:29
-0700'

Comments:

Provost & Executive Vice President for Academic

Affairs signature:

Comments:

MANAGEMENT DEPARTMENT MISSION STATEMENT

We engage a diverse student population with a high-quality, inclusive, interactive and accessible education. We facilitate the development of knowledge and skills necessary to manage and lead organizations

AREAS OF PERFORMANCE

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.

CRITERIA

Each performance area has criteria that provide the basis for evaluation. See Appendix A for an explanation that generally indicate a meets standard level of performance:

- a. **Teaching:** Teaching is the act of creating and maintaining an environment which enhances the opportunities for student learning and discipline-related growth; it includes advising students to facilitate graduation and to transition to post-baccalaureate careers or further educational opportunities.
- b. **Scholarly Activities:** Scholarly and creative activities are disciplinary or interdisciplinary expressions or interpretations that develop ideas, frame questions, create new forms of representation, solve problems, or explore enduring puzzles.
- c. **Service:** 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.
- d. **Other Duties:** Projects and tasks completed or undertaken on reassigned time will be evaluated in accordance with the three areas of performance delineated above as appropriate.

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

MANAGEMENT DEPARTMENT RATING SCALE

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

Progressing Toward Tenure/Meets Standards:	Faculty member has shown progress in the areas of teaching, scholarly activity, and service as specified in the “Expectations for Tenure and Promotion from Assistant to Associate” detailed in this document.
Not Progressing Toward Tenure/Needs Improvement:	Faculty member is not progressing in at least 1 of the areas of teaching, scholarly activity, or service as specified in the “Expectations for Tenure and Promotion from Assistant to Associate” detailed in this document.

The following scale will be applied to tenured faculty Post Tenure Review portfolios:

Meets Post Tenure Expectations/Meets Standards	Faculty member maintains activity level in the area of teaching, scholarly activity and/or service as specified in the “Expectations for Post Tenure Review” detailed in this document.
Needs Improvement	Faculty member’s performance does not meet expectations as specified in the “Expectations for Post Tenure Review” detailed in this document. If a faculty member has a ‘needs improvement’ rating in any area, the faculty member will need to develop and submit an individualized performance improvement plan.

EXPECTATIONS FOR TENURE & PROMOTION FROM ASSISTANT TO ASSOCIATE PROFESSOR

It is expected that there be integration between discipline/course topics, scholarly activities, and service. Candidates for tenure are expected to meet the following criteria to be considered for tenure:

TEACHING:

- Use multiple pedagogies and active learning strategies, including inclusive pedagogy (ie community-based learning, experiential learning, multimodal teaching, reflective teaching, peer mentoring, Active learning, collaborative learning, etc.) as set forth in the Faculty Handbook. This may include assignments & activities that have a practical application of course material, substantially revise an existing course, apply innovative educational technology, and incorporate current information about course topics and/or the discipline.
- A minimum of 2 classroom observations by department faculty and implementation of suggestions, as appropriate
- A weighted average score for classes with 5 or more student responses [sum of (N x CRN means) divided by total N] normally at or near 4.50 meets standards in teaching. Will use the SRI question #2 “contribution to the course” for evaluation purposes. In narrative, address topics such as patterns, outliers, changes made, differences between courses, etc., as they relate to SRIs and Student Comments. SRI scores will be evaluated in a broad context of factors 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 4.50 may not, by itself, result in a denial of retention, tenure, or promotion
- Actively participate in department and college assessment activities and implement changes as determined by department and/or school faculty
- Advise students on degree, career, graduate school, etc.; use current MSU Denver Advising software to maintain notes and records of advising sessions; supervise independent studies or internships; participate in a majority of department training sessions
- Participate in 5 Student Support Activities in a 5-year period. Examples include MSU Denver Open House, CBUS recruitment/retention, CBUS Student Awards event, graduation ceremony (graduate or undergraduate), etc. (e.g. attending 1 open house or 1 grad ceremony is 1 activity).
- Facilitate course using the MSU Denver Learning Management System at a minimum for communications (email and messaging) as well as distribution of course materials (syllabi and other handouts)
- Meet Faculty Responsibilities stated in Appendix B

SCHOLARLY ACTIVITY:

- A minimum of 5 intellectual and/or scholarly contributions that includes:
 - 2 journal articles in Department or CBUS approved outlet per CBUS policies
 - At least 1 intellectual/scholarly contribution is a single author or 1st author
- Maintain Scholarly Academic or Professional Academic (with an approved PA plan) Status each year per approved CBUS policy on faculty qualifications

SERVICE:

- Service activities in 2 of the 5 areas (department, college, University, professional, or community work related to discipline) that fit needs of the department and school
- Make substantive contributions in service activities – more than attending meetings - such as serve on subcommittee, contribute to a report, conduct committee research, activities related to student retention

- Serve in at least 1 substantive leadership position for. Examples include: board member, chair, co-chair, officer, track chair, etc. (Substantive contribution indicates numerous hours to complete duties, serving for full term of position, etc.
- **Service as Director of a Program/Center will be considered to meet all service expectations.**

EXPECTATIONS FOR PROMOTION FROM ASSOCIATE PROFESSOR TO PROFESSOR

A faculty member who is an untenured Associate Professor submitting a portfolio for tenure & promotion must meet “Expectations for Tenure” and promotion to Professor requirements. Candidates for promotion to Professor are expected to meet the following criteria as specified in the Faculty Employment Handbook

TEACHING:

- **Use multiple pedagogies and active learning strategies, including inclusive pedagogy (ie community-based learning, experiential learning, multimodal teaching, reflective teaching, peer mentoring, Active learning, collaborative learning, etc.) as set forth in the Faculty Handbook.** This may include assignments & activities that have a practical application of course material, substantially revise an existing course, apply innovative educational technology, and incorporate current information about course topics and/or the discipline.
- Conduct a minimum of 2 classroom observations of **department full time and/or adjunct faculty**
- A weighted average score for classes with 5 or more student responses [sum of (N x CRN means) divided by total N] normally at or near 4.75 meets standards in teaching. Will use the SRI question #2 “contribution to the course” for evaluation purposes. In narrative, address topics such as patterns, outliers, changes made, differences between courses, etc., as they relate to SRIs and Student Comments. SRI scores will be evaluated in a broad context of factors 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 4.75 may not, by itself, result in a denial of retention, tenure, or promotion
- Actively participate in department and college assessment activities and implement changes as determined by department and/or school faculty
- Advise students on degree, career, graduate school, etc.; use current MSU Denver Advising software to maintain notes and records of advising sessions; supervise independent studies or internships; participate in a majority of department training sessions.
- Participate in 5 Student Support Activities in a 5-year period. Examples include MSU Denver Open House, CBUS recruitment/retention, CBUS Student Awards event, graduation ceremony (graduate or undergraduate), etc. (e.g. attending 1 open house or 1 grad ceremony is 1 activity)
- Participate in 1 faculty development activity related to teaching and implement at least 1 new idea.
- Facilitate course using the MSU Denver Learning Management System at a minimum for communications (email and messaging) as well as distribution of course materials (syllabi and other handouts)
- Meet Faculty Responsibilities stated in Appendix B

SCHOLARLY ACTIVITY:

- A minimum of 5 intellectual /scholarly contributions that includes:
 - 3 journal articles in Department or CBUS approved outlet per CBUS policies are required or an average of three journal article every 5 years since promotion to Associate Professor
 - OR**
 - 2 journal articles in Department or CBUS approved outlet per CBUS policies AND 1 Chair & Dean approved activity with a substantial impact such as an article published in a professional journal, research conducted for a company, presentation at a major community/professional event (such as TedX or Denver Start Up Week), etc.

- Maintain Scholarly Academic or Professional Academic Status each year per approved CBUS policy on faculty qualifications
- 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:

- Service activities in 3 of the 5 areas (department, college, University, professional, or community work related to discipline) that fit needs of the department and college
- Make substantive contributions in service activities – more than attending meetings -- such as serve on subcommittee; contribute to a report; conduct committee research; activities related to student retention; mentoring faculty/affiliates with their teaching, scholarship, or service.
- Serve in at least 1 substantive leadership position. Examples include: board member, chair, co-chair, officer, track chair, etc. (Substantive contribution indicates numerous hours to complete duties, serving for full term of position, etc.)
- Service as Director of a Program/Center will be considered to meet all service expectations

EXPECTATIONS FOR POST TENURE REVIEW

Candidates for Post Tenure Review are expected to meet the following criteria:

TEACHING:

- Use multiple pedagogies and active learning strategies, including inclusive pedagogy (ie community-based learning, experiential learning, multimodal teaching, reflective teaching, peer mentoring, Active learning, collaborative learning, etc.) as set forth in the Faculty Handbook. This may include assignments & activities that have a practical application of course material, substantially revise an existing course, apply innovative educational technology, and incorporate current information about course topics and/or the discipline.
- Conduct a minimum of 2 classroom observations of department full time and/or affiliate faculty
- A weighted average score for classes with 5 or more student responses [sum of (N x CRN means) divided by total N] normally at or near 4.50 meets standards in teaching. Will use the SRI question #2 “contribution to the course” for evaluation purposes. In narrative, address topics such as patterns, outliers, changes made, differences between courses, etc., as they relate to SRIs and Student Comments. SRI scores will be evaluated in a broad context of factors 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 4.50 may not, by itself, result in a needs improvement for post tenure review evaluation
- Actively participate in department and college assessment activities and implement changes as determined by department and/or school faculty
- Advise students on degree, career, graduate school, etc.; use current MSU Denver Advising software; supervise independent studies or internships; participate in a majority of department training sessions.
- Participate in 5 Student Support Activities in a 5-year period. Examples include MSU Denver Open House, CBUS recruitment/retention, CBUS Student Awards event, graduation ceremony (graduate or undergraduate), etc. (e.g. attending 1 open house or 1 grad ceremony is 1 activity).
- Facilitate course using the MSU Denver Learning Management System at a minimum for communications (email and messaging) as well as distribution of course materials (syllabi and other handouts)
- Meet Faculty Responsibilities stated in Appendix B

SCHOLARLY ACTIVITY:

- Maintain Scholarly Academic or Professional Academic Status each year per approved CBUS policy on faculty qualifications

SERVICE:

- Service activities in 2 of the 5 areas (department, college, University, professional, or community work related to discipline) that fit needs of the department and college
- Serve in at least 1 leadership position. Examples include: board member, chair, co-chair, officer, track chair, etc.
- Service as Director of a Program/Center will be considered to meet all service expectations

CRITERIA FOR EMERITUS STATUS OF FACULTY

According to MSU Denver's *Handbook for Professional Personnel*, "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" (pg. 36). 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 4.5 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 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*

**EVALUATION AND EXPECTATIONS OF
CATEGORY II FACULTY
Without Service Expectation**

Category II faculty who wish to be reappointed must undergo a comprehensive review by submitting a portfolio as stated in the Faculty Employment Handbook.

TEACHING:

- Use multiple pedagogies and active learning strategies, including inclusive pedagogy (ie community-based learning, experiential learning, multimodal teaching, reflective teaching, peer mentoring, Active learning, collaborative learning, etc.) as set forth in the Faculty Handbook. This may include assignments & activities that have a practical application of course material, substantially revise an existing course, apply innovative educational technology, and incorporate current information about course topics and/or the discipline.
- Use appropriate classroom delivery, content, and design
- Shall be observed once in their first semester of teaching. Continuing Category II faculty will be observed once per year
- Implement suggestions of peer observers, as appropriate
- A weighted average score [sum of (N x CRN means) divided by total N] normally about 4.25 meets standards in teaching. Will use the SRI question #2 “contribution to the course” for evaluation purposes.
- Facilitate course using the MSU Denver Learning Management System at a minimum for communications (email and messaging) as well as distribution of course materials (syllabi and other handouts)
- Actively participate in department and school assessment activities
- Meet Faculty Responsibilities stated in Appendix B

SCHOLARLY ACTIVITY:

- Demonstrate maintenance of currency in the discipline
- document professionally qualified status which may include: recent education/certification/licensure experience, work experience, intellectual contributions or scholarly contributions (See activities Scholarly Practitioner or Instructional Practitioner standards) and in some cases SA or PA

SERVICE:

- None

**EVALUATION AND EXPECTATIONS OF
CATEGORY II FACULTY
With Service Expectation**

Category II faculty who wish to be reappointed must undergo a comprehensive review by submitting a portfolio as stated in the Faculty Employment Handbook.

TEACHING:

- Use multiple pedagogies and active learning strategies, including inclusive pedagogy (ie community-based learning, experiential learning, multimodal teaching, reflective teaching, peer mentoring, Active learning, collaborative learning, etc.) as set forth in the Faculty Handbook. This may include assignments & activities that have a practical application of course material, substantially revise an existing course, apply innovative educational technology, and incorporate current information about course topics and/or the discipline.
- Use appropriate classroom delivery, content, and design
- Shall be observed once in their first semester of teaching. Continuing Category II faculty will be observed once per year
- Implement suggestions of peer observers, as appropriate
- A weighted average score [sum of (N x CRN means) divided by total N] normally about 4.50 meets standards in teaching. Will use the SRI question #2 “contribution to the course” for evaluation purposes.
- Facilitate course using the MSU Denver Learning Management System at a minimum for communications (email and messaging) as well as distribution of course materials (syllabi and other handouts)
- Actively participate in department and school assessment activities
- Meet contractual obligations

SCHOLARLY ACTIVITY:

- Demonstrate maintenance of currency in the discipline
- May be asked to document professionally qualified status which may include: recent education/certification/licensure experience, work experience, intellectual contributions or scholarly contributions (See activities Scholarly Practitioner or Instructional Practitioner standards) or in some cases SA or PA

SERVICE:

- Attend department meetings
- Service activities in 2 of the 5 areas (department, college, university, professional, or community work related to the discipline)

EVALUATION AND EXPECTATIONS OF Category II Faculty Promotion to SENIOR LECTURER

Category II faculty who have a total of six years full time employment may be promoted to senior lecturer per the Faculty Employment Handbook.

TEACHING:

- Use multiple pedagogies and active learning strategies, including inclusive pedagogy (ie community-based learning, experiential learning, multimodal teaching, reflective teaching, peer mentoring, Active learning, collaborative learning, etc.) as set forth in the Faculty Handbook. This may include assignments & activities that have a practical application of course material, substantially revise an existing course, apply innovative educational technology, and incorporate current information about course topics and/or the discipline.
- Use appropriate classroom delivery, content, and design
- Shall be observed once in their first semester of teaching. Continuing Category II faculty will be observed once per year
- Implement suggestions of peer observers, as appropriate
- A weighted average score [sum of (N x CRN means) divided by total N] normally about 4.75 meets standards in teaching. Will use the SRI question #2 “contribution to the course” for evaluation purposes.
- Facilitate course using the MSU Denver Learning Management System at a minimum for communications (email and messaging) as well as distribution of course materials (syllabi and other handouts)
- Actively participate in department and school assessment activities
- Meet contractual obligations

SCHOLARLY ACTIVITY:

- Demonstrate maintenance of currency in the discipline
- Meet Scholarly Practitioner or Professional Academic requirements

SERVICE:

- Attend department meetings
- Service activities in 2 of the 5 areas (department, college, university, professional, or community work related to the discipline)

EVALUATION & EXPECTATIONS OF AFFILIATE FACULTY

TEACHING:

- Use multiple pedagogies and active learning strategies, including inclusive pedagogy (ie community-based learning, experiential learning, multimodal teaching, reflective teaching, peer mentoring, Active learning, collaborative learning, etc.) as set forth in the Faculty Handbook. This may include assignments & activities that have a practical application of course material, substantially revise an existing course, apply innovative educational technology, and incorporate current information about course topics and/or the discipline.
- Include activities and/or assignments that provide a practical application of course material
- Use appropriate classroom delivery, content, and design
- Shall be observed once in their first semester of teaching and annually thereafter. Continuing affiliate faculty with SRIs greater than 4.00 will be observed at least once every 2 years
- Implement suggestions of peer observers, as appropriate
- A weighted average score [sum of (N x CRN means) divided by total N] normally 4.00 meets standards in teaching. Will use the SRI question #2 “contribution to the course” for evaluation purposes.
- Facilitate course using the MSU Denver Learning Management System at a minimum for communications (email and messaging) as well as distribution of course materials (syllabi and other handouts)
- Actively participate in department and college assessment activities
- Meet contractual obligations

SCHOLARLY ACTIVITY:

- Demonstrate maintenance of currency in the discipline
- May be asked to document professionally qualified status which may include: recent education/certification/licensure experience, work experience, intellectual contributions or scholarly contributions (See activities Scholarly Practitioner or Instructional Practitioner standards), and in some cases SA or PA

SERVICE:

- None

APPENDIX A CRITERIA AND GUIDELINES

These guidelines specify the standards for “Meets Standards” pertaining to each criterion listed below.

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

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

- (1) **Content Expertise**: To demonstrate knowledge and/or relevant experience: Effective teachers display knowledge of their subject matters in the relevant learning environment (classroom, on-line, hybrid, field work, etc.), which typically includes the skills, competencies, and knowledge in a specific subject area in which the faculty member has received advanced experience, training, or education.

Examples of activities that demonstrate content expertise may include:

- Class materials, assignments, text, reading materials are current in the field
- Continuously surveys the professional, business, political, legal field to keep updated on developments in the field
- Incorporates current information into the classroom
- Attend sessions at professional meetings that add currency to the teaching field
- Includes additional course material beyond the textbook
- Research in the field; research information is included in the course

- (2) **Instructional Design**: To re-order and re-organize this knowledge/experience for student learning: Effective teachers design course objectives, syllabi, materials, activities, and experiences that are conducive to learning.

Examples of activities that demonstrate instructional design may include:

- Identify and communicate appropriate learning objectives
- Course objectives, learning objectives, assignments, assessments are consistent
- Develop a detailed course outline for students
- Syllabus clearly states grading policies
- Attends teaching workshops/seminars and implements new ideas
- Develops assignments, class activities, assessment instruments that provide students with opportunities to apply course content
- Develop new courses

- (3) **Instructional Delivery**: To communicate and “translate” this knowledge/experience into a format accessible to students: Effective teachers communicate information clearly, create environments conducive to learning, and use an appropriate variety of teaching methods.

Examples of activities that demonstrate instructional delivery may include:

- Uses multiple pedagogies in the class to meet needs of diverse learning styles
 - Incorporates technology into the class
 - Provide additional materials to students in the MSU Denver Learning Management System
 - Use of group activities
 -
- (4) **Instructional Assessment**: To evaluate the mastery and other accomplishments of students: Effective teachers design assessment procedures appropriate to course objectives, ensure fairness in student evaluation and grading, and provide constructive feedback on student work.

Examples of activities that demonstrate instructional assessment may include:

- Design course assessment instruments to measure course learning objectives
 - Develop multiple types of assessments to meet needs of diverse learning styles
 - Assessments are current and updated regularly
 -
- (5) **Advising in and Beyond the Classroom**: To provide guidance for students as they pursue undergraduate and post-baccalaureate education and/or employment: Effective advisors interact with students to provide career guidance and information, degree program guidance and information (e.g., advice on an appropriate schedule to facilitate graduation), and answers to questions relating to a discipline.

Activities that demonstrate advising may include:

- Attends department advising workshops
- Use MSU Denver advising software to maintain notes and records
- Supervises an IDP, independent study, internship
- Writes letters of recommendation
- Participates in Department and Metro Advising activities (Majors Fair, Metro Open House, etc.)

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 non-profit 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.

Activities that demonstrate scholarly activities are stated in the CBUS Faculty Qualifications Policy

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. 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.

Activities that demonstrate service may include:

- Serving on department, college and university committees
- Assisting with student organizations
- Serving as a reviewer for a peer reviewed journal or conference
- Serving as session chair or discussant at a conference
- Serving on the board of a professional or community organization
- Member of a local, state, national organization
- Serving a local agency, non-profit, community group, etc.

APPENDIX B 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. The normal teaching load for full-time faculty is 24 semester credit hours per academic year.
9. 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.
10. 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.
11. Faculty shall respond to emails in a timely manner as established by their departmental policies when classes are in session.
12. Faculty shall use the MSU Denver Learning Management system for communications, sharing syllabus, and course handouts.

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- a. **Teaching:** Teaching is the act of creating and maintaining an environment which enhances the opportunities for student learning and discipline-related growth; it includes advising students to facilitate graduation and to transition to post-baccalaureate careers or further educational opportunities.
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- c. **Service:** 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.
- d. **Other Duties:** Projects and tasks completed or undertaken on reassigned time will be evaluated in accordance with the three areas of performance delineated above as appropriate.

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

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

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Not Progressing Toward Tenure/Needs Improvement:	Faculty member is not progressing in at least 1 of the areas of teaching, scholarly activity, or service as specified in the “Expectations for Tenure and Promotion from Assistant to Associate” detailed in this document.

The following scale will be applied to tenured faculty Post Tenure Review portfolios:

Meets Post Tenure Expectations/Meets Standards	Faculty member maintains activity level in the area of teaching, scholarly activity and/or service as specified in the “Expectations for Post Tenure Review” detailed in this document.
Needs Improvement	Faculty member’s performance does not meet expectations as specified in the “Expectations for Post Tenure Review” detailed in this document. If a faculty member has a ‘needs improvement’ rating in any area, the faculty member will need to develop and submit an individualized performance improvement plan.

EXPECTATIONS FOR TENURE & PROMOTION FROM ASSISTANT TO ASSOCIATE PROFESSOR

It is expected that there be integration between discipline/course topics, scholarly activities, and service. Candidates for tenure are expected to meet the following criteria to be considered for tenure:

TEACHING:

- Use multiple pedagogies and active learning strategies, including inclusive pedagogy (ie community-based learning, experiential learning, multimodal teaching, reflective teaching, peer mentoring, Active learning, collaborative learning, etc.) as set forth in the Faculty Handbook. This may include assignments & activities that have a practical application of course material, substantially revise an existing course, apply innovative educational technology, and incorporate current information about course topics and/or the discipline.
- A minimum of 2 classroom observations by department faculty and implementation of suggestions, as appropriate
- A weighted average score for classes with 5 or more student responses [sum of (N x CRN means) divided by total N] normally at or near 4.50 meets standards in teaching. Will use the SRI question #2 “contribution to the course” for evaluation purposes. In narrative, address topics such as patterns, outliers, changes made, differences between courses, etc., as they relate to SRIs and Student Comments. SRI scores will be evaluated in a broad context of factors 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 4.50 may not, by itself, result in a denial of retention, tenure, or promotion
- Actively participate in department and college assessment activities and implement changes as determined by department and/or school faculty
- Advise students on degree, career, graduate school, etc.; use current MSU Denver Advising software to maintain notes and records of advising sessions; supervise independent studies or internships; participate in a majority of department training sessions
- Participate in 5 Student Support Activities in a 5-year period. Examples include MSU Denver Open House, CBUS recruitment/retention, CBUS Student Awards event, graduation ceremony (graduate or undergraduate), etc. (e.g. attending 1 open house or 1 grad ceremony is 1 activity).
- Facilitate course using the MSU Denver Learning Management System at a minimum for communications (email and messaging) as well as distribution of course materials (syllabi and other handouts)
- Meet Faculty Responsibilities stated in Appendix B

SCHOLARLY ACTIVITY:

- A minimum of 5 intellectual and/or scholarly contributions that includes:
 - 2 journal articles in Department or CBUS approved outlet per CBUS policies
 - At least 1 intellectual/scholarly contribution is a single author or 1st author
- Maintain Scholarly Academic or Professional Academic (with an approved PA plan) Status each year per approved CBUS policy on faculty qualifications

SERVICE:

- Service activities in 2 of the 5 areas (department, college, University, professional, or community work related to discipline) that fit needs of the department and school
- Make substantive contributions in service activities – more than attending meetings - such as serve on subcommittee, contribute to a report, conduct committee research, activities related to student retention

- Serve in at least 1 substantive leadership position for. Examples include: board member, chair, co-chair, officer, track chair, etc. (Substantive contribution indicates numerous hours to complete duties, serving for full term of position, etc.
- **Service as Director of a Program/Center will be considered to meet all service expectations.**

EXPECTATIONS FOR PROMOTION FROM ASSOCIATE PROFESSOR TO PROFESSOR

A faculty member who is an untenured Associate Professor submitting a portfolio for tenure & promotion must meet “Expectations for Tenure” and promotion to Professor requirements. Candidates for promotion to Professor are expected to meet the following criteria as specified in the Faculty Employment Handbook

TEACHING:

- **Use multiple pedagogies and active learning strategies, including inclusive pedagogy (ie community-based learning, experiential learning, multimodal teaching, reflective teaching, peer mentoring, Active learning, collaborative learning, etc.) as set forth in the Faculty Handbook.** This may include assignments & activities that have a practical application of course material, substantially revise an existing course, apply innovative educational technology, and incorporate current information about course topics and/or the discipline.
- Conduct a minimum of 2 classroom observations of **department full time and/or adjunct faculty**
- A weighted average score for classes with 5 or more student responses [sum of (N x CRN means) divided by total N] normally at or near 4.75 meets standards in teaching. Will use the SRI question #2 “contribution to the course” for evaluation purposes. In narrative, address topics such as patterns, outliers, changes made, differences between courses, etc., as they relate to SRIs and Student Comments. SRI scores will be evaluated in a broad context of factors 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 4.75 may not, by itself, result in a denial of retention, tenure, or promotion
- Actively participate in department and college assessment activities and implement changes as determined by department and/or school faculty
- Advise students on degree, career, graduate school, etc.; use current MSU Denver Advising software to maintain notes and records of advising sessions; supervise independent studies or internships; participate in a majority of department training sessions.
- Participate in 5 Student Support Activities in a 5-year period. Examples include MSU Denver Open House, CBUS recruitment/retention, CBUS Student Awards event, graduation ceremony (graduate or undergraduate), etc. (e.g. attending 1 open house or 1 grad ceremony is 1 activity)
- Participate in 1 faculty development activity related to teaching and implement at least 1 new idea.
- Facilitate course using the MSU Denver Learning Management System at a minimum for communications (email and messaging) as well as distribution of course materials (syllabi and other handouts)
- Meet Faculty Responsibilities stated in Appendix B

SCHOLARLY ACTIVITY:

- A minimum of 5 intellectual /scholarly contributions that includes:
 - 3 journal articles in Department or CBUS approved outlet per CBUS policies are required or an average of three journal article every 5 years since promotion to Associate Professor
 - OR**
 - 2 journal articles in Department or CBUS approved outlet per CBUS policies AND 1 Chair & Dean approved activity with a substantial impact such as an article published in a professional journal, research conducted for a company, presentation at a major community/professional event (such as TedX or Denver Start Up Week), etc.

- Maintain Scholarly Academic or Professional Academic Status each year per approved CBUS policy on faculty qualifications
- 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:

- Service activities in 3 of the 5 areas (department, college, University, professional, or community work related to discipline) that fit needs of the department and college
- Make substantive contributions in service activities – more than attending meetings -- such as serve on subcommittee; contribute to a report; conduct committee research; activities related to student retention; mentoring faculty/affiliates with their teaching, scholarship, or service.
- Serve in at least 1 substantive leadership position. Examples include: board member, chair, co-chair, officer, track chair, etc. (Substantive contribution indicates numerous hours to complete duties, serving for full term of position, etc.)
- Service as Director of a Program/Center will be considered to meet all service expectations

EXPECTATIONS FOR POST TENURE REVIEW

Candidates for Post Tenure Review are expected to meet the following criteria:

TEACHING:

- Use multiple pedagogies and active learning strategies, including inclusive pedagogy (ie community-based learning, experiential learning, multimodal teaching, reflective teaching, peer mentoring, Active learning, collaborative learning, etc.) as set forth in the Faculty Handbook. This may include assignments & activities that have a practical application of course material, substantially revise an existing course, apply innovative educational technology, and incorporate current information about course topics and/or the discipline.
- Conduct a minimum of 2 classroom observations of department full time and/or affiliate faculty
- A weighted average score for classes with 5 or more student responses [sum of (N x CRN means) divided by total N] normally at or near 4.50 meets standards in teaching. Will use the SRI question #2 “contribution to the course” for evaluation purposes. In narrative, address topics such as patterns, outliers, changes made, differences between courses, etc., as they relate to SRIs and Student Comments. SRI scores will be evaluated in a broad context of factors 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 4.50 may not, by itself, result in a needs improvement for post tenure review evaluation
- Actively participate in department and college assessment activities and implement changes as determined by department and/or school faculty
- Advise students on degree, career, graduate school, etc.; use current MSU Denver Advising software; supervise independent studies or internships; participate in a majority of department training sessions.
- Participate in 5 Student Support Activities in a 5-year period. Examples include MSU Denver Open House, CBUS recruitment/retention, CBUS Student Awards event, graduation ceremony (graduate or undergraduate), etc. (e.g. attending 1 open house or 1 grad ceremony is 1 activity).
- Facilitate course using the MSU Denver Learning Management System at a minimum for communications (email and messaging) as well as distribution of course materials (syllabi and other handouts)
- Meet Faculty Responsibilities stated in Appendix B

SCHOLARLY ACTIVITY:

- Maintain Scholarly Academic or Professional Academic Status each year per approved CBUS policy on faculty qualifications

SERVICE:

- Service activities in 2 of the 5 areas (department, college, University, professional, or community work related to discipline) that fit needs of the department and college
- Serve in at least 1 leadership position. Examples include: board member, chair, co-chair, officer, track chair, etc.
- Service as Director of a Program/Center will be considered to meet all service expectations

CRITERIA FOR EMERITUS STATUS OF FACULTY

According to MSU Denver's *Handbook for Professional Personnel*, "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" (pg. 36). 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 4.5 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 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*

**EVALUATION AND EXPECTATIONS OF
CATEGORY II FACULTY
Without Service Expectation**

Category II faculty who wish to be reappointed must undergo a comprehensive review by submitting a portfolio as stated in the Faculty Employment Handbook.

TEACHING:

- Use multiple pedagogies and active learning strategies, including inclusive pedagogy (ie community-based learning, experiential learning, multimodal teaching, reflective teaching, peer mentoring, Active learning, collaborative learning, etc.) as set forth in the Faculty Handbook. This may include assignments & activities that have a practical application of course material, substantially revise an existing course, apply innovative educational technology, and incorporate current information about course topics and/or the discipline.
- Use appropriate classroom delivery, content, and design
- Shall be observed once in their first semester of teaching. Continuing Category II faculty will be observed once per year
- Implement suggestions of peer observers, as appropriate
- A weighted average score [sum of (N x CRN means) divided by total N] normally about 4.25 meets standards in teaching. Will use the SRI question #2 “contribution to the course” for evaluation purposes.
- Facilitate course using the MSU Denver Learning Management System at a minimum for communications (email and messaging) as well as distribution of course materials (syllabi and other handouts)
- Actively participate in department and school assessment activities
- Meet Faculty Responsibilities stated in Appendix B

SCHOLARLY ACTIVITY:

- Demonstrate maintenance of currency in the discipline
- document professionally qualified status which may include: recent education/certification/licensure experience, work experience, intellectual contributions or scholarly contributions (See activities Scholarly Practitioner or Instructional Practitioner standards) and in some cases SA or PA

SERVICE:

- None

**EVALUATION AND EXPECTATIONS OF
CATEGORY II FACULTY
With Service Expectation**

Category II faculty who wish to be reappointed must undergo a comprehensive review by submitting a portfolio as stated in the Faculty Employment Handbook.

TEACHING:

- Use multiple pedagogies and active learning strategies, including inclusive pedagogy (ie community-based learning, experiential learning, multimodal teaching, reflective teaching, peer mentoring, Active learning, collaborative learning, etc.) as set forth in the Faculty Handbook. This may include assignments & activities that have a practical application of course material, substantially revise an existing course, apply innovative educational technology, and incorporate current information about course topics and/or the discipline.
- Use appropriate classroom delivery, content, and design
- Shall be observed once in their first semester of teaching. Continuing Category II faculty will be observed once per year
- Implement suggestions of peer observers, as appropriate
- A weighted average score [sum of (N x CRN means) divided by total N] normally about 4.50 meets standards in teaching. Will use the SRI question #2 “contribution to the course” for evaluation purposes.
- Facilitate course using the MSU Denver Learning Management System at a minimum for communications (email and messaging) as well as distribution of course materials (syllabi and other handouts)
- Actively participate in department and school assessment activities
- Meet contractual obligations

SCHOLARLY ACTIVITY:

- Demonstrate maintenance of currency in the discipline
- May be asked to document professionally qualified status which may include: recent education/certification/licensure experience, work experience, intellectual contributions or scholarly contributions (See activities Scholarly Practitioner or Instructional Practitioner standards) or in some cases SA or PA

SERVICE:

- Attend department meetings
- Service activities in 2 of the 5 areas (department, college, university, professional, or community work related to the discipline)

EVALUATION AND EXPECTATIONS OF Category II Faculty Promotion to SENIOR LECTURER

Category II faculty who have a total of six years full time employment may be promoted to senior lecturer per the Faculty Employment Handbook.

TEACHING:

- Use multiple pedagogies and active learning strategies, including inclusive pedagogy (ie community-based learning, experiential learning, multimodal teaching, reflective teaching, peer mentoring, Active learning, collaborative learning, etc.) as set forth in the Faculty Handbook. This may include assignments & activities that have a practical application of course material, substantially revise an existing course, apply innovative educational technology, and incorporate current information about course topics and/or the discipline.
- Use appropriate classroom delivery, content, and design
- Shall be observed once in their first semester of teaching. Continuing Category II faculty will be observed once per year
- Implement suggestions of peer observers, as appropriate
- A weighted average score [sum of (N x CRN means) divided by total N] normally about 4.75 meets standards in teaching. Will use the SRI question #2 “contribution to the course” for evaluation purposes.
- Facilitate course using the MSU Denver Learning Management System at a minimum for communications (email and messaging) as well as distribution of course materials (syllabi and other handouts)
- Actively participate in department and school assessment activities
- Meet contractual obligations

SCHOLARLY ACTIVITY:

- Demonstrate maintenance of currency in the discipline
- Meet Scholarly Practitioner or Professional Academic requirements

SERVICE:

- Attend department meetings
- Service activities in 2 of the 5 areas (department, college, university, professional, or community work related to the discipline)

EVALUATION & EXPECTATIONS OF AFFILIATE FACULTY

TEACHING:

- Use multiple pedagogies and active learning strategies, including inclusive pedagogy (ie community-based learning, experiential learning, multimodal teaching, reflective teaching, peer mentoring, Active learning, collaborative learning, etc.) as set forth in the Faculty Handbook. This may include assignments & activities that have a practical application of course material, substantially revise an existing course, apply innovative educational technology, and incorporate current information about course topics and/or the discipline.
- Include activities and/or assignments that provide a practical application of course material
- Use appropriate classroom delivery, content, and design
- Shall be observed once in their first semester of teaching and annually thereafter. Continuing affiliate faculty with SRIs greater than 4.00 will be observed at least once every 2 years
- Implement suggestions of peer observers, as appropriate
- A weighted average score [sum of (N x CRN means) divided by total N] normally 4.00 meets standards in teaching. Will use the SRI question #2 “contribution to the course” for evaluation purposes.
- Facilitate course using the MSU Denver Learning Management System at a minimum for communications (email and messaging) as well as distribution of course materials (syllabi and other handouts)
- Actively participate in department and college assessment activities
- Meet contractual obligations

SCHOLARLY ACTIVITY:

- Demonstrate maintenance of currency in the discipline
- May be asked to document professionally qualified status which may include: recent education/certification/licensure experience, work experience, intellectual contributions or scholarly contributions (See activities Scholarly Practitioner or Instructional Practitioner standards), and in some cases SA or PA

SERVICE:

- None

APPENDIX A CRITERIA AND GUIDELINES

These guidelines specify the standards for “Meets Standards” pertaining to each criterion listed below.

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

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

- (1) **Content Expertise**: To demonstrate knowledge and/or relevant experience: Effective teachers display knowledge of their subject matters in the relevant learning environment (classroom, on-line, hybrid, field work, etc.), which typically includes the skills, competencies, and knowledge in a specific subject area in which the faculty member has received advanced experience, training, or education.

Examples of activities that demonstrate content expertise may include:

- Class materials, assignments, text, reading materials are current in the field
- Continuously surveys the professional, business, political, legal field to keep updated on developments in the field
- Incorporates current information into the classroom
- Attend sessions at professional meetings that add currency to the teaching field
- Includes additional course material beyond the textbook
- Research in the field; research information is included in the course

- (2) **Instructional Design**: To re-order and re-organize this knowledge/experience for student learning: Effective teachers design course objectives, syllabi, materials, activities, and experiences that are conducive to learning.

Examples of activities that demonstrate instructional design may include:

- Identify and communicate appropriate learning objectives
- Course objectives, learning objectives, assignments, assessments are consistent
- Develop a detailed course outline for students
- Syllabus clearly states grading policies
- Attends teaching workshops/seminars and implements new ideas
- Develops assignments, class activities, assessment instruments that provide students with opportunities to apply course content
- Develop new courses

- (3) Instructional Delivery: To communicate and “translate” this knowledge/experience into a format accessible to students: Effective teachers communicate information clearly, create environments conducive to learning, and use an appropriate variety of teaching methods.

Examples of activities that demonstrate instructional delivery may include:

- Uses multiple pedagogies in the class to meet needs of diverse learning styles
 - Incorporates technology into the class
 - Provide additional materials to students in the MSU Denver Learning Management System
 - Use of group activities
 -
- (4) Instructional Assessment: To evaluate the mastery and other accomplishments of students: Effective teachers design assessment procedures appropriate to course objectives, ensure fairness in student evaluation and grading, and provide constructive feedback on student work.

Examples of activities that demonstrate instructional assessment may include:

- Design course assessment instruments to measure course learning objectives
 - Develop multiple types of assessments to meet needs of diverse learning styles
 - Assessments are current and updated regularly
 -
- (5) Advising in and Beyond the Classroom: To provide guidance for students as they pursue undergraduate and post-baccalaureate education and/or employment: Effective advisors interact with students to provide career guidance and information, degree program guidance and information (e.g., advice on an appropriate schedule to facilitate graduation), and answers to questions relating to a discipline.

Activities that demonstrate advising may include:

- Attends department advising workshops
- Use MSU Denver advising software to maintain notes and records
- Supervises an IDP, independent study, internship
- Writes letters of recommendation
- Participates in Department and Metro Advising activities (Majors Fair, Metro Open House, etc.)

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 non-profit 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.

Activities that demonstrate scholarly activities are stated in the CBUS Faculty Qualifications Policy

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. 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.

Activities that demonstrate service may include:

- Serving on department, college and university committees
- Assisting with student organizations
- Serving as a reviewer for a peer reviewed journal or conference
- Serving as session chair or discussant at a conference
- Serving on the board of a professional or community organization
- Member of a local, state, national organization
- Serving a local agency, non-profit, community group, etc.

APPENDIX B 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. The normal teaching load for full-time faculty is 24 semester credit hours per academic year.
9. 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.
10. 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.
11. Faculty shall respond to emails in a timely manner as established by their departmental policies when classes are in session.
12. Faculty shall use the MSU Denver Learning Management system for communications, sharing syllabus, and course handouts.