Faculty Evaluation Guidelines

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Department Mission Statement

The mission of the MSU Denver Nutrition Department is to prepare diverse students for successful careers in food, nutrition and dietetics by providing quality education that is culturally sensitive and instills a desire for life-long learning.

Faculty Evaluation Guidelines for Retention, Tenure, and Promotion to Associate Professor

Retention, Tenure, and Promotion to Associate Professor Faculty Evaluation Guidelines

The following guidelines apply to tenure-track faculty and incorporate changes to the latest edition of the Handbook for Professional Personnel.

Faculty must meet all contractual obligations, requirements, and responsibilities, and adhere to policies relating to employee and student conduct as put forth in the latest edition of the Handbook for Professional Personnel and have a record of conduct consistent with professional standards in Appendix A of this document, and show sustained growth in all three evaluation areas to be considered for tenure and promotion to Associate Professor.

The College of Professional Studies is committed to a holistic view of the tenure candidate in terms of evaluating his/her performance as part of the big picture of the work and accomplishments in all three areas over the six year review period. In order to achieve tenure and promotion to associate professor, a candidate must show evidence of effective teaching as well as demonstrate proficiency in the two other evaluation areas based on the guidelines.

FACULTY MUST MEET ALL OF THE FOLLOWING CRITERIA FOR EACH EVALUATION AREA TO BE ELIGIBLE FOR TENURE AND PROMOTION TO ASSOCIATE PROFESSOR.

Teaching

The College of Professional Studies values quality teaching with a focus on student learning that supports development of the knowledge and skills necessary to be an effective professional in the field. Earning tenure requires faculty to continue professional growth and development. In the teaching area, this may include participating in activities such as faculty learning communities, peer observation cohorts, and/or workshops and conferences focused on teaching. Faculty members are encouraged to employ innovative and creative teaching methods and technology that stimulate learning through a multifaceted teaching and learning environment. Given the diverse nature of our student body, teaching and advising that supports student success and increases cultural awareness is highly valued.

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. From the latest edition of the Handbook for Professional Personnel,

> *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) ***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.*

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.*

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.*

4) ***Instructional Assessment:*** *To evaluate the mastery and other accomplishments of students. Effective teachers design assessment procedures appropriate to course objectives, ensure fairness in student evaluation and grading, and provide constructive feedback on student work.*

5) ***Advising In and Beyond the Classroom:*** *To provide guidance for students as they pursue undergraduate and post-baccalaureate education and/or employment. Effective advisors interact with students to provide career guidance and information, degree*

program guidance and information (e.g., advice on an appropriate schedule to facilitate graduation), and answers to questions relating to a discipline.

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

Additional criteria for Retention, Tenure and Promotion to Associate Professor Faculty Evaluation Guidelines in Nutrition can be found in Appendix C.

1. **Content Expertise:**

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

2. **Instructional Design:**

   - Involved in curriculum development and maintenance.

3. **Instructional Delivery:**

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

   - Receives SRI's that over time reflect student's ratings and comments that are in alignment with department norms. SRI's will be evaluated in a broad context, not based on the numerical score alone because there are many factors that influence SRI scores including but not limited to: teaching a new course or a course for the first time, a shift in pedagogy, and course format (on site, online, or hybrid), class size, response rate, whether a course is upper or division, required or elective, etc. All factors will be taken into consideration when evaluating SRI scores. Reviewers will detail the factors that entered into their decision making process in their respective review letters. At a minimum, however, mean scores should generally be in line with department norms and, if they are significantly lower, show growth and a concerted effort by the faculty member to improve.

4. **Instructional Assessment:**

   - Actively participates in effective evaluation of individual students, individual courses, and program, including yearly assessment reports, program review, and, if a program is accredited, accreditation.

5. **Advising**

   - Meets Handbook requirements and departmental norms for posting of hours, keeping schedule, use of alternative means of advising, meeting with students at other times as needed, and other requirements for advising

   - Uses BANNER for advising contacts.

Scholarly Activities

The College of Professional Studies values faculty scholarship and expects faculty to engage in ongoing professional development to remain current in their areas of expertise through activities such as participating in trainings, workshops, conferences, and/or certification processes. In addition, faculty must participate in the scholarly discussions by sharing their knowledge via presentations, publications, and other appropriate forms of scholarship in forums in which scholarly activities are peer reviewed. We encourage faculty to engage in collaborative forms of scholarship and we support a broad definition of scholarship which includes the scholarship of teaching and learning and the scholarship of application as defined in the Boyer model for scholarship.

From the latest edition of the Handbook for Professional Personnel,

> *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.*

FACULTY SHALL DEMONSTRATE EXCELLENCE IN SCHOLARLY ACTIVITIES BY MEETING THE FOLLOWING SCHOLARLY ACTIVITY CRITERIA:

Additional criteria for Retention, Tenure and Promotion to Associate Professor Faculty Evaluation Guidelines in Nutrition can be found in Appendix C.

The faculty member must complete peer/editor reviewed or juried exhibitions or professionally adjudicated activities as listed below specific to discipline to be eligible for tenure:

- A minimum of one publication of a paper in a peer reviewed journal or exhibition of creative work(s) in a juried show or presentation of creative works in an adjudicated or auditioned performance. Journal articles must be scholarly in nature, including a review of existing literature, and not opinion or popularization of the field pieces and written for academic or professional/practitioner audiences. Publications in predatory or vanity publications or by predatory or vanity presses or self-published works do not meet this standard. Lambert Academic Press (LAP), Green River Technologies, and One Voice International are examples of such publishers. Consult your department chair or Beall's list http://scholarlyoa.com/publishers/ for a more comprehensive list of other such presses. A scholarly work will be evaluated on its merits with no distinction made between single or multiple authorship. Scholarly works accepted for publication, exhibition, or performance at the time of portfolio submission meet this standard.

OR

- Publication of a scholarly book, textbook, booklet, or book chapter by a nationally recognized publisher. Scholarly writing will be evaluated on its merits with no distinction made between single or multiple authorship.

OR

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

AND

- A minimum of three peer-reviewed or invited presentations of the faculty member's original work in a department approved professional meeting/conference. Exceptions: if the faculty member has published or has in publication a scholarly book or textbook, no peer reviewed or invited presentations are required. Publication of a paper in a peer reviewed journal or exhibition of creative work(s) in a juried show or presentation of creative works in an adjudicated or auditioned performance may be substituted in a one-to-one ratio for presentations.

AND

- Advanced study/conference attendance to stay current in the field or learn new information/skills.

AND

- Other departmentally defined activities.

Service

The College of Professional Studies is committed to service that supports students; that creates a climate that is respectful and supportive of diversity; and that supports the mission of the Department, the College of Professional Studies, and the University. Faculty is expected to engage in service on an ongoing basis throughout their career at Metro though the type and nature of the service may vary. CPS defines community service as unpaid work done at the local, state, national and/or international level which utilizes the faculty member's skills and expertise to create positive community change and/or that supports our students to achieve their educational and career goals.

From the latest edition of the Handbook for Professional Personnel,

> *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.*

FACULTY SHALL DEMONSTRATE EXCELLENCE IN SERVICE BY MEETING THE FOLLOWING SERVICE CRITERIA:
Additional criteria for Retention, Tenure and Promotion to Associate Professor Faculty Evaluation Guidelines in Nutrition can be found in Appendix C.

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

- Within the institution at the university, college, department or program level.
- Outside the institution in the community or profession.

Service includes committees, projects, advisory boards, playing a leadership role, program coordination, review of articles, and accreditation. All should be related to the goals of the University, College, Department, Profession or provide related expertise to the community.

Faculty Evaluation Guidelines for Promotion to Professor

Promotion to Professor Faculty Evaluation Guidelines

The following guidelines apply to tenured faculty and incorporate changes to the latest edition of the Handbook for Professional Personnel.

Faculty must meet all contractual obligations, requirements, and responsibilities, and adhere to policies relating to employee and student conduct as put forth in the latest edition of the Handbook for Professional Personnel and have a record of conduct consistent with professional standards in Appendix A of this document, and show sustained growth in all three evaluation areas to be considered for promotion to Professor.

The College of Professional Studies is committed to a holistic view of the promotion candidate in terms of evaluating his/her performance as part of the big picture of the work and accomplishments in all three areas. In order to achieve promotion to full-professor, a candidate must show evidence of excellence in teaching as well as in the two other evaluation areas based on the guidelines.

FACULTY MUST MEET ALL OF THE FOLLOWING CRITERIA FOR EACH EVALUATION AREA TO BE ELIGIBLE FOR PROMOTION TO PROFESSOR.

Activities must be completed after receiving tenure and promotion to associate professor.

Teaching

The College of Professional Studies values quality teaching with a focus on student learning that supports development of the knowledge and skills necessary to be an effective professional in the field. Promotion to Professor requires faculty to continue professional growth and development. In the teaching area, this may include participating in activities such as faculty learning communities, peer observation cohorts, and/or workshops and conferences focused on teaching. Faculty members are encouraged to employ innovative and creative teaching methods and technology that stimulate learning through a multifaceted teaching and learning environment. Given the diverse nature of our student body, teaching and advising that supports student success and increases cultural awareness is highly valued.

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. From the latest edition of the Handbook for Professional Personnel,

> *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) ***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.*

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.*

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.*

4) ***Instructional Assessment:*** *To evaluate the mastery and other accomplishments of students. Effective teachers design assessment procedures appropriate to course objectives, ensure fairness in student evaluation and grading, and provide constructive feedback on student work.*

5) ***Advising In and Beyond the Classroom:*** *To provide guidance for students as they pursue undergraduate and post-baccalaureate education and/or employment. Effective advisors interact with students to provide career guidance and information, degree program guidance and information (e.g., advice on an appropriate schedule to facilitate graduation), and answers to questions relating to a discipline.*

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

Additional criteria for Promotion to Professor Faculty Evaluation Guidelines in Nutrition can be found in Appendix D.

1. **Content Expertise:**

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

2. **Instructional Design:**

   - Involved in curriculum development and maintenance.

3. **Instructional Delivery:**

   - Demonstrates appropriate and effective use of class delivery to achieve course objectives.
   - Receives SRI's that over time reflect student's ratings and comments that are in alignment with department norms. SRI's will be evaluated in a broad context, not based on the numerical score alone because there are many factors that influence SRI scores including but not limited to: teaching a new course or a course for the first time, a shift in pedagogy, and course format (on site, online, or hybrid), class size, response rate, whether a course is upper or division, required or elective, etc. All factors will be taken into consideration when evaluating SRI scores. Reviewers will detail the factors that entered into their decision making process in their respective review letters. At a minimum, however, mean scores should generally be in line with department norms and, if they are significantly lower, show growth and a concerted effort by the faculty member to improve.
   - At least one summative peer review must be included in the tenure portfolio. Additional formative peer evaluations may be required by the department.

4. **Instructional Assessment:**

   - Actively participates in effective evaluation of individual students, individual courses, and program, including yearly assessment reports, program review, and, if a program is accredited, accreditation.

5. **Advising**

   - Meets Handbook requirements and departmental norms for posting of hours, keeping schedule, use of alternative means of advising, meeting with students at other times as needed, and other requirements for advising

   - Uses BANNER for advising contacts.

Scholarly Activities

The College of Professional Studies values faculty scholarship and expects faculty to engage in ongoing professional development to remain current in their areas of expertise through activities such as participating in trainings, workshops, conferences, and/or certification processes. In addition, faculty must participate in the scholarly discussions by sharing their knowledge via presentations, publications, and other appropriate forms of scholarship in forums in which scholarly activities are peer reviewed. We encourage faculty to engage in collaborative forms of scholarship and we support a broad definition of scholarship which includes the scholarship of teaching and learning and the scholarship of application as defined in the Boyer model for scholarship.

From the latest edition of the Handbook for Professional Personnel,

> *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.*

FACULTY SHALL DEMONSTRATE EXCELLENCE IN SCHOLARLY ACTIVITIES BY MEETING THE FOLLOWING SCHOLARLY ACTIVITY CRITERIA:

Additional criteria for Promotion to Professor Faculty Evaluation Guidelines in Nutrition can be found in Appendix D.

The faculty member must complete peer reviewed or juried exhibitions or professionally adjudicated activities as listed below specific to discipline:

> A minimum of five peer reviewed works, one of which must be a publication of a paper in a peer reviewed journal or exhibition of creative work(s) in a juried show or presentation

of creative works in an adjudicated or auditioned performance, in some combination of the following:

- Publication of paper(s) in a peer reviewed journal or exhibition of creative work(s) in a juried show or presentation of creative works in an adjudicated or auditioned performance. . Journal articles must be scholarly in nature, including a review of existing literature, and not opinion or popularization of the field pieces and written for academic or professional/practitioner audiences. Publications in predatory or vanity publications or by predatory or vanity presses or self-published works do not meet this standard. Lambert Academic Press (LAP), Green River Technologies, and One Voice International are examples of such publishers. Consult your department chair or Beall's list http://scholarlyoa.com/publishers/ for a more comprehensive list of other such presses. Scholarly works will be evaluated on its merits with no distinction made between single or multiple authorship. Scholarly works accepted for publication, exhibition, or performance at the time of portfolio submission meet this standard.

OR

- Publication of a scholarly book, textbook, booklet, or book chapter by a nationally recognized publisher. Scholarly writing will be evaluated on its merits with no distinction made between single or multiple authorship.

OR

- Receipt of sizable competitive grant(s) from a recognized external entity that helps the faculty member produce a product (e.g., paper, media production, etc.). No distinction will be made between participation as principle or co-principle investigator on the grant or those who make a significant contribution to the grant work.

OR

- Peer-reviewed or invited presentation(s) of the faculty member's original work in a department approved professional meeting/conference. If the faculty member has published or has in publication a scholarly book or textbook, no peer reviewed or invited presentations are required. Publication of a paper in a peer reviewed journal or exhibition of creative work(s) in a juried show or presentation of creative works in an adjudicated or auditioned performance may be substituted in a one-to-one ratio for presentations.

AND

- Advanced study/conference attendance/work towards completion of an advanced degree to stay current in the field or learn new information/skills.

AND

- Other departmentally defined activities.

Service

The College of Professional Studies is committed to service that supports students; that creates a climate that is respectful and supportive of diversity; and that supports the mission of the Department, the College of Professional Studies, and the University. Faculty is expected to engage in service on an ongoing basis throughout their career at Metro though the type and nature of the service may vary. CPS defines community service as unpaid work done at the local, state, national and/or international level which utilizes the faculty member's skills and expertise to create positive community change and/or that supports our students to achieve their educational and career goals.

From the latest edition of the Handbook for Professional Personnel,

> *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.*

FACULTY SHALL DEMONSTRATE EXCELLENCE IN SERVICE BY MEETING THE FOLLOWING SERVICE CRITERIA:

Additional criteria for Promotion to Professor Faculty Evaluation Guidelines in Nutrition can be found in Appendix D.

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

- Within the institution at the university, college, department or program level.
- Outside the institution in the community or profession.

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

Faculty Evaluation Guidelines for Post-Tenure Review

Post-Tenure Review Faculty Evaluation Guidelines

The following guidelines apply to tenured faculty and incorporate changes to the latest edition of the Handbook for Professional Personnel.

Faculty must meet all contractual obligations, requirements, and responsibilities, and adhere to policies relating to employee and student conduct as put forth in the latest edition of the Handbook for Professional Personnel and have a record of conduct consistent with professional standards in Appendix A of this document, and show sustained growth in all three evaluation areas to be considered to have a favorable post-tenure review.

The College of Professional Studies is committed to a holistic view of the post-tenure review faculty member in terms of evaluating his/her performance as part of the big picture of the work and accomplishments in all three areas over the five year review period. In order to achieve a successful post-tenure review, a faculty member must show evidence of effective teaching as well as involvement in the two other evaluation areas based on the guidelines.

FACULTY MUST MEET ALL OF THE FOLLOWING CRITERIA FOR EACH EVALUATION AREA TO BE ELIGIBLE FOR A POSITIVE POST-TENURE REVIEW.

Teaching

The College of Professional Studies values quality teaching with a focus on student learning that supports development of the knowledge and skills necessary to be an effective professional in the field. Successful post-tenure review requires faculty to continue professional growth and development. In the teaching area, this may include participating in activities such as faculty learning communities, peer observation cohorts, and/or workshops and conferences focused on teaching. Faculty members are encouraged to employ innovative and creative teaching methods and technology that stimulate learning through a multifaceted teaching and learning environment. Given the diverse nature of our student body, teaching and advising that supports student success and increases cultural awareness is highly valued.

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. From the latest edition of the Handbook for Professional Personnel,

> *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) ***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.*

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.*

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.*

4) ***Instructional Assessment:*** *To evaluate the mastery and other accomplishments of students. Effective teachers design assessment procedures appropriate to course objectives, ensure fairness in student evaluation and grading, and provide constructive feedback on student work.*

5) ***Advising In and Beyond the Classroom:*** *To provide guidance for students as they pursue undergraduate and post-baccalaureate education and/or employment. Effective advisors interact with students to provide career guidance and information, degree program guidance and information (e.g., advice on an appropriate schedule to facilitate graduation), and answers to questions relating to a discipline.*

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

Additional criteria for Post-Tenure Review Faculty Evaluation Guidelines in Nutrition can be found in Appendix E.

1. **Content Expertise:**

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

2. **Instructional Design:**

   - Involved in curriculum development and maintenance.

3. **Instructional Delivery:**

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

   - Receives SRI's that over time reflect student's ratings and comments that are in alignment with department norms. SRI's will be evaluated in a broad context, not based on the numerical score alone because there are many factors that influence SRI scores including but not limited to: teaching a new course or a course for the first time, a shift in pedagogy, and course format (on site, online, or hybrid), class size, response rate, whether a course is upper or division, required or elective, etc. All factors will be taken into consideration when evaluating SRI scores. Reviewers will detail the factors that entered into their decision making process in their respective review letters. At a minimum, however, mean scores should generally be in line with department norms and, if they are significantly lower, show growth and a concerted effort by the faculty member to improve.

4. **Instructional Assessment:**

   - Actively participates in effective evaluation of individual students, individual courses, and program, including yearly assessment reports, program review, and, if a program is accredited, accreditation.

5. **Advising**

   - Meets Handbook requirements and departmental norms for posting of hours, keeping schedule, use of alternative means of advising, meeting with students at other times as needed, and other requirements for advising

   - Uses BANNER for advising contacts.

Scholarly Activities

The College of Professional Studies values faculty scholarship and expects faculty to engage in ongoing professional development to remain current in their areas of expertise through activities such as participating in trainings, workshops, conferences, and/or certification processes. In addition, faculty must participate in the scholarly discussions by sharing their knowledge via presentations, publications, and other appropriate forms of scholarship in forums in which scholarly activities are peer reviewed. We encourage faculty to engage in collaborative forms of scholarship and we support a broad definition of scholarship which includes the scholarship of teaching and learning and the scholarship of application as defined in the Boyer model for scholarship.

From the latest edition of the Handbook for Professional Personnel,

> *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.*
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> *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.*
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> *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.*

FACULTY SHALL DEMONSTRATE EXCELLENCE IN SCHOLARLY ACTIVITIES BY MEETING THE FOLLOWING SCHOLARLY ACTIVITY CRITERIA:

Additional criteria for Post-Tenure Review Faculty Evaluation Guidelines in Nutrition can be found in Appendix E.

The faculty member must complete peer reviewed or juried exhibitions or professionally adjudicated activities as listed below specific to discipline:

A minimum of two peer reviewed works in the post-tenure review period in some combination of:

- Publications of a paper in a peer reviewed journal or exhibition of creative work(s) in a juried show or presentation of creative works in an adjudicated or auditioned performance. Journal articles must be scholarly in nature, including a review of existing literature, and not opinion or popularization of the field pieces and written for academic or professional/practitioner audiences. Publications in predatory or vanity publications or by predatory or vanity presses or self-published works do not meet this standard. Lambert Academic Press (LAP), Green River Technologies, and One Voice International are examples of such publishers. Consult your department chair Beall's list http://scholarlyoa.com/publishers/ for a more comprehensive list of other such presses. Scholarly works will be evaluated on its merits with no distinction made between single or multiple authorship. Scholarly works accepted for publication, exhibition, or performance at the time of portfolio submission meet this standard;

OR

- Publication of a scholarly book, textbook, booklet, or book chapter by a nationally recognized publisher. Scholarly writing will be evaluated on its merits with no distinction made between single or multiple authorship.

OR

- Receipt of a sizable competitive grant from a recognized external entity that helps the faculty member produce a product (e.g., paper, media production, etc.);

OR

- Peer-reviewed or invited presentations of the faculty member's original work in a department approved professional meeting/conference. If the faculty member has published or has in publication a scholarly book or textbook, no other peer reviewed or invited activities are required. Scholarly works will be evaluated on its merits with no distinction made between single or multiple authorship. Scholarly works accepted for publication, exhibition, or performance at the time of portfolio submission meet this standard.

AND

- Advanced study/conference attendance to stay current in the field or learn new information/skills.

AND

- Other departmentally defined activities as applicable.

Service

The College of Professional Studies is committed to service that supports students; that creates a climate that is respectful and supportive of diversity; and that supports the mission of the Department, the College of Professional Studies, and the University. Faculty are expected to engage in service on an ongoing basis throughout their career at Metro though the type and nature of the service may vary. CPS defines community service as unpaid work done at the local, state, national and/or international level which utilizes the faculty member's skills and expertise to create positive community change and/or that supports our students to achieve their educational and career goals.

From the latest edition of the Handbook for Professional Personnel,

> *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.*

FACULTY SHALL DEMONSTRATE EXCELLENCE IN SERVICE BY MEETING THE FOLLOWING SERVICE CRITERIA:

Additional criteria for Post-Tenure Review Faculty Evaluation Guidelines in Nutrition can be found in Appendix E.

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

- Within the institution at the university, college, department or program level.
- Outside the institution in the community or profession.

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

Category II Faculty eligible for Reappointment, Multi-Year Contract, or Promotion to Senior Lecturer Evaluation Guidelines

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

The following guidelines apply to Category II faculty and incorporate changes to the latest edition of the Handbook for Professional Personnel.

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

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

Teaching

The College of Professional Studies values quality teaching with a focus on student learning that supports development of the knowledge and skills necessary to be an effective professional in the field. Earning tenure requires faculty to continue professional growth and development. In the teaching area, this may include participating in activities such as faculty learning communities, peer observation cohorts, and/or workshops and conferences focused on teaching. Faculty members are encouraged to employ innovative and creative teaching methods and technology that stimulate learning through a multifaceted teaching and learning environment. Given the diverse nature of our student body, teaching and advising that supports student success and increases cultural awareness is highly valued.

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. From the latest edition of the Handbook for Professional Personnel,

> *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) ***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.*

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.*

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.*

4) ***Instructional Assessment:*** *To evaluate the mastery and other accomplishments of students. Effective teachers design assessment procedures appropriate to course objectives, ensure fairness in student evaluation and grading, and provide constructive feedback on student work.*

5) ***Advising In and Beyond the Classroom:*** *To provide guidance for students as they pursue undergraduate and post-baccalaureate education and/or employment. Effective advisors interact with students to provide career guidance and information, degree program guidance and information (e.g., advice on an appropriate schedule to facilitate graduation), and answers to questions relating to a discipline.*

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

Additional criteria for Category II Faculty Evaluation Guidelines for reappointment, multi-year contract, or promotion to Senior Lecturer can be found in Appendix F.

1. **Content Expertise:**
   - Updating courses taught and staying current in information presented in classes.
2. **Instructional Design:**
   - Design course objectives, syllabi, materials, activities, and experiences that are conducive to learning.
3. **Instructional Delivery:**
   - Demonstrates appropriate and effective use of class delivery to achieve course objectives.
   - SRI's are conducted and are in line with the department norm.
   - At least one summative peer review must be included in the tenure portfolio. Additional formative peer evaluations may be required by the department.
4. **Instructional Assessment:**
   - Actively participates in effective evaluation of individual students, individual courses, and program, including yearly assessment reports, program review, and, if a program is accredited, accreditation.
5. **Advising**
   - Meets Handbook requirements and departmental norms for posting of hours, keeping schedule, use of alternative means of advising, meeting with students at other times as needed, and other requirements for advising
   - Uses BANNER for advising contacts.

Reduced teaching load agreements

Additional criteria for Category II Faculty Evaluation Guidelines for reappointment, multi-year contract, or promotion to Senior Lecturer can be found in Appendix F.

Excerpt from the latest edition of the Handbook for Professional Personnel

> *In those cases where Category II faculty have reduced teaching-load agreements that specify duties in Scholarly Activities or Service (see Chapter V*

for definitions and conditions of Scholarly Activities and Service), evaluations should encompass work in those areas of performance.

Portfolio Development

Additional criteria for Category II Faculty Evaluation Guidelines for reappointment, multi-year contract, or promotion to Senior Lecturer can be found in Appendix F.

Excerpt from the latest edition of the Handbook for Professional Personnel

Any Category II faculty member who wishes to be reappointed will undergo a review by submitting a Portfolio to the Department Chair. Portfolios will include the following:

1) *Cover Sheet*
   - *Published by the Office of the Provost; and*
   - *Used to record recommendations for/against reappointment, promotion, or multi-year contracts.*
2) *Narrative*
   1. *Is a one-page statement describing how the faculty member has met expectations for assigned duties/responsibilities;*
   2. *Presents a reflective self-assessment, highlights accomplishments, and indicates plans for the future;*
   3. *Should present one's best case to disciplinary colleagues and administrative levels of review; and*
   4. *If seeking promotion to Senior Lecturer or a Multi-Year Contract, this should be noted in the first paragraph of the statement.*
3) *Annotated Curriculum Vitae (see Chapter V.C.1.b(3) for definition of "Annotated Curriculum Vitae")*
4) *Student Ratings of Instruction per Chapter VI.B.1*
5) *Peer Observations as delineated above in Chapter VI.B.2.a(1).*
6) *Other documents as determined by the Department (course syllabi, exams, assignments, assessments, evidence of scholarly activities or service, etc.)*

Portfolios will be submitted using the same tool or format as Category I faculty and in accordance with the Academic Calendar.

Appendix A - Professional Standards for Faculty

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

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

2. Adherence to accepted standards of professional conduct.

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

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

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

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

7. In addition to their teaching load, faculty members shall prepare for classes, evaluate students' performance, confer with and advise students, and participate in committee work, professional development, service and other appropriate professional activities as designated in the contract or by the department. Full-time faculty is expected to devote at least 40 hours per week during the contract year to meeting their teaching and other obligations.

8. 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.

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

10. Attends departmental and other faculty meetings.

Appendix B - Professional Standards Category II Faculty

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

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

2. Adherence to accepted standards of professional conduct.

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

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

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

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

7. In addition to their teaching load, faculty members shall prepare for classes, evaluate students' performance, confer with and advise students, and may participate in committee work, professional development, service and other appropriate professional activities as designated in the contract or by the department. Full-time faculty is expected to devote at least 40 hours per week during the contract year to meeting their teaching and other obligations.

8. 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.

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

10. Attends departmental and other faculty meetings.

Appendix C – Additional Criteria for Retention, Tenure and Promotion to Associate Professor in Nutrition

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

2. **Instructional Design:**

- Involved in curriculum development and maintenance. Examples include involvement with:
    - New courses
    - Variety of courses
    - Major overhaul of courses
    - Creating online versions of courses
    - Programmatic changes

3. **Instructional Delivery:**

- Demonstrates appropriate and effective use of class delivery to achieve course objectives.
- SRI's are conducted and are in line with the department norm.
- At least one summative peer review must be included in the tenure portfolio. Additional formative peer evaluations may be required by the department.

5. **Advising:**

- Provides advising via alternative venues. Examples include:
    - Career/majors fairs
    - Open houses
    - Letters of reference/recommendation
    - Other (e.g., career night, graduate school night, internship meetings)

FACULTY SHALL DEMONSTRATE EXCELLENCE IN SCHOLARLY ACTIVITIES BY MEETING THE FOLLOWING SCHOLARLY ACTIVITY CRITERIA:

- Advanced study to stay current in the field or learn new information/skills. Examples include:
    - Attendance at meetings, workshops, seminars, or courses
    - New certifications or maintenance of certifications
    - Clinical or professional practice used to enhance teaching or research

Appendix D – Additional Criteria for Promotion to Professor in Nutrition

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

2. **Instructional Design:**

- Involved in curriculum development and maintenance. Examples include involvement with:
    - New courses
    - Variety of courses
    - Major overhaul of courses
    - Creating online versions of courses
    - Programmatic changes

3. **Instructional Delivery:**

- Demonstrates appropriate and effective use of class delivery to achieve course objectives.
- SRI's are conducted and are in line with the department norm.
- At least one summative peer review must be included in the tenure portfolio. Additional formative peer evaluations may be required by the department.

5. **Advising:**

- Provides advising via alternative venues. Examples include:
    - Career/majors fairs
    - Open houses
    - Letters of reference/recommendation
    - Other (e.g., career night, graduate school night, internship meetings)

FACULTY SHALL DEMONSTRATE EXCELLENCE IN SCHOLARLY ACTIVITIES BY MEETING THE FOLLOWING SCHOLARLY ACTIVITY CRITERIA:

- Advanced study to stay current in the field or learn new information/skills. Examples include:
    - Attendance at meetings, workshops, seminars, or courses
    - New certifications or maintenance of certifications
    - Clinical or professional practice used to enhance teaching or research

Appendix E – Additional Criteria for Post-Tenure Review in Nutrition

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

2. **Instructional Design:**

   - Involved in curriculum development and maintenance. Examples include involvement with:
     - New courses
     - Variety of courses
     - Major overhaul of courses
     - Creating online versions of courses
     - Programmatic changes

3. **Instructional Delivery:**

   - Demonstrates appropriate and effective use of class delivery to achieve course objectives.
   - SRI's are conducted and are in line with the department norm.
   - At least one summative peer review must be included in the tenure portfolio. Additional formative peer evaluations may be required by the department.

5. **Advising:**

   - Provides advising via alternative venues. Examples include:
     - Career/majors fairs
     - Open houses
     - Letters of reference/recommendation
     - Other (e.g., career night, graduate school night, internship meetings)

FACULTY SHALL DEMONSTRATE EXCELLENCE IN SCHOLARLY ACTIVITIES BY MEETING THE FOLLOWING SCHOLARLY ACTIVITY CRITERIA:

- Advanced study to stay current in the field or learn new information/skills. Examples include:
  - Attendance at meetings, workshops, seminars, or courses
  - New certifications or maintenance of certifications
  - Clinical or professional practice used to enhance teaching or research

Appendix F – Additional Criteria for Category II Faculty in Nutrition

No additional criterea

Appendix G – Approval

Department of Nutrition

College of Professional Studies

Metropolitan State University of Denver

Departmental Faculty Evaluation Guidelines Approval

For the 2014 – 2015 Academic Year

Approvals:

Chair: Ann Diker Date: 7/18/14

Dean: [illegible] Date: 8/7/14

VPAA: [illegible] Date: 8/12/14