



METROPOLITAN STATE UNIVERSITYSM
OF DENVER

Faculty Evaluation Guidelines

School of Education
Teach. Lead. Transform.

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School of Education Mission Statement

“The School of Education at Metropolitan State University of Denver prepares people who will Teach, Lead, and Transform.”

Metropolitan State University of Denver’s School of Education develops excellent teachers and educational leaders who engage in reflective practice and scholarly activity, and who are ethical decision makers and agents of social change.

We do this by:

- Providing intellectually rigorous, culturally relevant curriculum that fosters pedagogical expertise, cultivates critical thinking, and promotes imagination;
- Facilitating clinical placements that incorporate a diversity of perspectives and experiences;
- Creating and sustaining mutually beneficial school and community partnerships;
- Collaborating across disciplines to advance the scholarship of teaching and learning; and
- Attracting and retaining innovative faculty who model expertise within their professional communities.

School of Education Strategic Plan

Teach. Lead. Transform. A Plan for Excellence in Education can be found at:

<https://www.msudenver.edu/education/about/>

School of Education Faculty Evaluation Guidelines

The following guidelines apply to tenure-track faculty, lecturers, and emeritus status and incorporate changes to the latest edition of the Faculty Employment Handbook.

All 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 [Faculty Employment Handbook](#) and have a record of conduct consistent with professional standards in the School of Education By-Laws. Faculty must also show sustained growth in all the areas in which they are being evaluated.

As per the requirements of the Faculty Employment Handbook:

(1) The revised Departmental Guidelines will be effective immediately for faculty hired in the next academic year. (2) For tenure-track faculty members the revised Departmental Guidelines will be effective upon completion of their tenure review. (3) For tenured faculty members the revised Departmental Guidelines will be effective upon completion of their next significant evaluation (i.e., promotion or post-tenure review) or immediately, if the next significant evaluation

is more than three years away. (4) Under extremely rare circumstances, changes can be made effective immediately (triggered, for example, by discipline-specific accreditation standards) if a majority of tenure-line faculty in an academic department and the relevant College/School Dean agree such changes are needed and reasonable. (p.10).

The School of Education is committed to a holistic view of tenure candidates in terms of evaluating their performance as part of the overall picture of the work and accomplishments in all three areas over the review period. Candidates must show evidence of effective teaching, scholarly achievement, and meaningful service based on the guidelines. In addition, the following requirements must be observed:

- 1) All activities completed as part of reassigned time must be reported in the Teaching section of the portfolio. These activities may not count toward service or scholarship; however, related, unique activities may be reported in other sections.
- 2) Candidates should be aware that activities/accomplishments in Teaching, Scholarly and Creative Activities, and Service that are specific to a particular review period (i.e., tenure/associate, professor or post tenure review) cannot be reported again for a subsequent review period.
- 3) Activities that occur between review cycles (e.g., after a tenure portfolio is submitted, but before tenure is actually awarded) may be reported for the next review period. For example, a manuscript that is under review when a portfolio is submitted cannot be counted as a publication for the current review, but should the manuscript be published before tenure/promotion is actually awarded, it can be counted for the subsequent review. All activities must occur and be reported according to the following defined review periods unless a different time period has been negotiated between the dean of the SOE and the faculty member and **all levels of review must confine their evaluation of materials to these:**
 - Tenure/Promotion to Associate – from month of MSU Denver appointment to submission of portfolio.
 - Promotion to Full – from month after submission of successful portfolio for tenure and/or promotion to Associate to submission of portfolio.
 - Post Tenure Review – from month after submission of portfolio for tenure or previous post tenure review to submission of portfolio for current post tenure review.

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

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

Teaching:

Retention, Tenure, and Promotion to Associate Professor

The School of Education values quality teaching with a focus on student learning that supports development of the knowledge and skills necessary to be an effective professional educator in the field. Earning tenure requires faculty to model excellent instruction and continue professional growth and development to the extent that students benefit from their unique expertise. In the teaching area, this may include participating in University-based and/or external professional development such as workshops or conferences focused on teaching. Faculty members are encouraged to employ innovative and creative teaching methods and technology that engage learning through a multifaceted teaching and learning environment. Teaching and advising that support student success and move forward our commitment to diversity, equity and inclusion are highly valued.

Teaching is the act of creating and maintaining an environment which enhances opportunities for student learning and discipline-related growth; it includes advising students to facilitate program completion in our undergraduate degree programs, post-baccalaureate programs, endorsements, and graduate degree programs and to transition to professional careers or further educational opportunities. From the latest edition of the [Faculty Employment Handbook](#):

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

Effective teachers maintain high academic standards, prepare students for professional work and development, facilitate student achievement, and provide audiences for student work. At the instructional level, the most important responsibilities of a teacher to his/her students include the following:

(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 for in-person and online delivery that are conducive to learning for all students in alignment with accessibility requirements.

(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, use an appropriate variety of teaching methods, and use university-supported technological tools including the institutional learning management system to facilitate in-person and online learning.

(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. Normally, Category I faculty are expected to maintain a minimum of five scheduled office hours per week during the academic semester.

FACULTY SHALL DEMONSTRATE EXCELLENCE AND INNOVATION; DIVERSITY, EQUITY AND INCLUSION; AND MUTUALLY BENEFICIAL COLLABORATION IN TEACHING BY MEETING THE FOLLOWING CRITERIA:

1. Content Expertise:

- Demonstrates growing expertise with disciplinary content, as well as current inclusive and equity-focused content in the field.

(For example, participating in remote or in-person conferences and other professional development activities, reading scholarly journals and books, creating and engaging in webinars, networking with colleagues.)

2. Instructional Design:

- Individually and collaboratively revises courses and actively contributes to program and curriculum development.

(For example, updating syllabi, assignments, assessments and teaching materials, developing new courses, or modifying existing courses in a variety of

instructional delivery methods, including hybrid, online, face-to-face, field experiences.)

3. Instructional Delivery:

- Demonstrates effective course organization within a variety of instructional delivery methods.

(For example, the current learning management system, syllabi, course calendar.)

- Demonstrates engaging and effective pedagogical practices.

(For example, active participation strategies, application of contemporary research and professional development, instructional technologies, co-teaching, and culturally responsive, inclusive, and trauma informed practices.)

- Develops and uses supportive materials for student learning.

(For example, accessible, reflective of diverse authorship and perspectives, Open Educational Resources, and peer or informal student evaluations.)

- Uses student evaluations of courses and the instructor, including ratings and comments from University course evaluations, to address patterns of student responses for continuous improvement.

(Reviewers will consider course and instructor feedback holistically and in context, including, but not limited to evidence-informed identity bias, teaching a new course for the first time, students who are repeating a course, trying an innovative or new pedagogy, potentially sensitive content, or course format [i.e., in person, hybrid in person, or online], class size, response rate, upper or lower division, undergraduate or graduate, required or elective, number of course preparations.)

4. Instructional Assessment:

- Demonstrates effective use of differentiated assessment methods appropriate to course objectives, ensures consistency in student evaluation and grading, and provides meaningful, timely, and constructive feedback on student work.

- Supports SOE and University assessment systems when applicable.

(For example, SOE student dispositions and key assignments process, University assessment systems.)

5. Advising

- Meets School and Department requirements for posting and maintaining office hours, keeping advising schedule, documenting notes about advising in the University system within FERPA guidelines, meeting with students at other times as needed, and fulfilling other requirements for advising.

(For example, participates in campus advising events.)

- Mentors students in and outside of the classroom regarding coursework, University resources, professional opportunities, etc.
- Keeps current and knowledgeable about programmatic advising. (For example, attends advising trainings, maintains knowledge of curriculum changes, uses SOE advising resources.)

Scholarly Activities:

Retention, Tenure, and Promotion to Associate Professor

The School of Education values faculty's scholarly and creative activities. Faculty are expected to share their knowledge via presentations, publications, and other appropriate forms of scholarship.

From the latest edition of the [Faculty Employment Handbook](#):

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

Purposes include, but are not limited to, the following: advancing knowledge or culture through original research or creative activities; interpreting knowledge within or across disciplines; synthesizing information across disciplines, across topics, or across time; aiding society or disciplines in addressing problems; or enhancing knowledge of student learning and effective teaching.

Typically, to be considered scholarship, findings should be disseminated to either peer review by disciplinary scholars or professional or governmental organizations; or critical reflection by a wider community, including corporations or nonprofit organizations, for example.

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

FACULTY SHALL DEMONSTRATE EXCELLENCE AND INNOVATION; DIVERSITY, EQUITY, AND INCLUSION; AND MUTUALLY BENEFICIAL COLLABORATION IN SCHOLARLY ACTIVITIES BY MEETING THE FOLLOWING CRITERIA:

The faculty member must demonstrate the quality and significance of their scholarly activities. Given the profession has historically privileged particular kinds of knowledge and means of producing said knowledge, varied scholarly activities are acceptable—many that push against historically privileged forms of knowledge. The SOE also invites

other scholarly activities not listed for which the faculty member must demonstrate their quality, significance, and impact. The SOE recognizes the need to set and make transparent standards for retention, promotion, and tenure, and honor the scholarly and creative aspirations of the University.

Materials for faculty candidates for tenure:

Must include a minimum of eight (8) scholarly and creative activities. Two (2) of these must be peer-reviewed publications or significant grants that are funded through the University, or a combination of peer-reviewed publications and significant grants funded through the University.

- **Faculty candidates for tenure who negotiate for and are approved to be on a teaching load that is reduced by six (6) credits per year must include a minimum of 12 scholarly and creative activities. Four (4) of these must be peer-reviewed publications, significant grants that are funded through the University, or a combination of peer-reviewed publications and significant grants funded through the University. (See Appendix A for more information regarding reduced teaching load.)**

Below are specific guidelines regarding scholarly and creative activities.

Publications

- Peer-reviewed article written for academic or professional audiences in an academic, scholarly, or practitioner journal (see Cabell's or similar directories of scholarly journals for examples). Publications in predatory or vanity sources or self-published works are not peer-reviewed and therefore do not meet the criteria for publication for tenure.
- Peer-reviewed book or textbook (authored or edited) by an academic publisher.
- Peer-reviewed book chapter by an academic publisher.

Significant funded grants

- Significant, funded, peer reviewed, and competitive grant from a recognized external entity funded through the University that results in the faculty member creating a product of educational significance to schools, the SOE, or the University (e.g., paper, media production, program). The faculty member must clearly explain and convincingly articulate the significance of the grant. No distinction will be made between participation as principal or co-principal investigator; however, the faculty member must remain active on the grant activities throughout the grant period.

In addition to the publications and significant funded grants described above, additional scholarly and creative activities can include:

- Additional publications in an academic, scholarly, practitioner journal, or book that are peer reviewed, editor reviewed, or invited.
- Funded, peer-reviewed grant from a recognized external entity funded through the University that results in the faculty member creating a product of educational significance to schools, the SOE, or University (e.g., paper, media production, program). The faculty member must explain the significance of the grant. No distinction will be made between participation as principal or co-principal investigator; however, the faculty member must remain active on grant activities throughout the grant period.
- Peer-reviewed or invited presentations at local, state, national, or international academic conferences or proceedings that are related to the faculty member's scholarship.
- Professional development offerings to schools or districts that relate to the faculty member's scholarship. The faculty member must clearly explain and convincingly articulate the connection between the professional development and their scholarly activities and/or research agenda.
- Other scholarly or creative activities for which the faculty member can make a compelling case regarding their scholarly quality, significance, and impact (e.g., author/creator of Open Educational Resources, scholarly online articles, webinars, TED talks, keynotes, substantive and/or sustained media contributions).

Additional guidelines

Timing: Articles, books, chapters, and presentations must be accepted for publication or conference programs and grant awards must be confirmed prior to the portfolio and narrative being archived by the chairs. (Once the portfolio and narrative are archived, no changes can be made.)

Contribution to Collaborations: Collaboration in scholarly and creative activities is encouraged. Publications, grants, and other works will be evaluated on their merit regardless of the number or order of authorship. The faculty member must demonstrate their own contributions and explain how they contributed to the collaborative process if there are multiple authors.

Service:

Retention, Tenure, and Promotion to Associate Professor

The School of Education is committed to service that supports students; creates a climate that actively promotes justice through diversity, equity, and inclusion; and supports the mission of the Department, the School of Education, and the University. Faculty are expected to engage in service on an ongoing basis throughout their career at

Metropolitan State University of Denver, though the type and nature of the service may vary. The School of Education defines service as unpaid work done at local, state, national and/or international levels which utilizes the faculty member's skills and expertise to advance the profession, create positive community change, and/or supports our students to achieve their educational and career goals. Faculty Service helps run and maintain School of Education and University processes, utilizes the faculty member's skills and expertise to advance the profession, creates positive community change, and/or supports our students to achieve their educational and career goals while remaining aligned to SOE values.

From the latest edition of the [Faculty Employment Handbook](#):

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

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

FACULTY SHALL DEMONSTRATE EXCELLENCE AND INNOVATION; DIVERSITY, EQUITY, AND INCLUSION; AND MUTUALLY BENEFICIAL COLLABORATION IN SERVICE BY MEETING THE FOLLOWING CRITERIA:

The faculty member will demonstrate, articulate, and document 1) breadth of service (variety of service activities), 2) depth of service (role/responsibility and time spent) and 3) impact of service (specific outcome) in some combination. Service activities may occur within and outside the institution:

- Within the institution at the program, Department, School and University levels.

(For example, committees; taskforces; active participation in community events and initiatives such as open house, commencement, convocation, and recruitment; University community engagement; peer mentoring; facilitating student organizations; contribution to program evaluation [i.e., assessment reports, program review, and accreditation/authorization]; peer or program award nominations.)

AND

- Outside the institution in the community or profession, including school partnerships, service-learning experiences, and/or other professional community contributions.

(For example, unpaid public service to community and/or professional organizations; advisory boards; review of journal articles, chapters or books; service to and leadership for schools and districts; media contributions; advocating for legislation; community organizing. All service should be related to the goals of the University, School, Department, profession and/or provide a professional contribution to the community.)

Faculty Evaluation Guidelines: Promotion to Full Professor

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

Teaching:

Promotion to Full Professor

The School of Education values quality teaching with a focus on student learning that supports development of the knowledge and skills necessary to be an effective professional educator in the field. Earning tenure requires faculty to model excellent instruction and continue professional growth and development to the extent that students benefit from their unique expertise. In the teaching area, this may include participating in University-based and/or external professional development such as workshops or conferences focused on teaching. Faculty members are encouraged to employ innovative and creative teaching methods and technology that engage learning through a multifaceted teaching and learning environment. Teaching and advising that support student success and move forward our commitment to diversity, equity and inclusion are highly valued.

Teaching is the act of creating and maintaining an environment which enhances opportunities for student learning and discipline-related growth; it includes advising students to facilitate program completion in our undergraduate degree programs, post-baccalaureate programs, endorsements, and graduate degree programs and to transition to professional careers or further educational opportunities. From the latest edition of the [Faculty Employment Handbook](#):

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

Effective teachers maintain high academic standards, prepare students for professional work and development, facilitate student achievement, and provide audiences for student work. At the instructional level, the most important responsibilities of a teacher to his/her students include the following:

(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 for in-person and online delivery that are conducive to learning for all students in alignment with accessibility requirements.

(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, use an appropriate variety of teaching methods, and use university-supported technological tools including the institutional learning management system to facilitate in-person and online learning.

(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. Normally, Category I faculty are expected to maintain a minimum of five scheduled office hours per week during the academic semester.

FACULTY SHALL DEMONSTRATE EXCELLENCE AND INNOVATION; DIVERSITY, EQUITY AND INCLUSION; AND MUTUALLY BENEFICIAL COLLABORATION IN TEACHING BY MEETING THE FOLLOWING CRITERIA:

1 Content Expertise:

- Demonstrates growing expertise with disciplinary content, as well as current inclusive and equity-focused content in the field.

(For example, participating in remote or in-person conferences and other professional development activities, reading scholarly journals and books, creating and engaging in webinars, networking with colleagues.)

2. Instructional Design:

- Individually and collaboratively revises courses and actively contributes to program and curriculum development.

(For example, updating syllabi, assignments, assessments and teaching materials, developing new courses, or modifying existing courses in a variety of instructional delivery methods, including in person, hybrid in person, online, field experiences.)

3. Instructional Delivery:

- Demonstrates effective course organization within a variety of instructional delivery methods.

(For example, the current learning management system, syllabi, course calendar.)

- Demonstrates engaging and effective pedagogical practices.

(For example, active participation strategies, application of contemporary research and professional development, uses instructional technologies, co-teaching, culturally responsive, inclusive, and trauma informed practices.)

- Develops and uses supportive materials for student learning.

(For example, accessible, reflective of diverse authorship and perspectives, Open Educational Resources, and peer or informal student evaluations.)

- Uses student evaluations of courses and the instructor, including ratings and comments from University course evaluations, to address patterns of student responses for continuous improvement.

(Reviewers will consider course and instructor feedback holistically and in context, including, but not limited to evidence-informed identity bias, teaching a new course for the first time, students who are repeating a course, trying an innovative or new pedagogy, potentially sensitive content, or course format i.e., in person, hybrid in person, or online], class size, response rate, upper or lower division, undergraduate or graduate, required or elective, number of course preparations.)

4. Instructional Assessment:

- Demonstrates effective use of differentiated assessment methods appropriate to course objectives, ensures consistency in student evaluation and grading, and provides meaningful, timely, and constructive feedback on student work.

- Supports SOE and University assessment systems when applicable.

(For example, SOE student dispositions and key assignments process, University assessment systems.)

5. Advising

- Meets School and Department requirements for posting and maintaining office hours, keeping advising schedule, documenting notes about advising in the University system within FERPA guidelines, meeting with students at other times as needed, and fulfilling other requirements for advising.

(For example, participates in campus advising events.)

- Mentors students in and outside of the classroom regarding coursework, University resources, professional opportunities, etc.

- Keeps current and knowledgeable about programmatic advising.

(For example, attends advising trainings, maintains knowledge of curriculum changes, uses SOE advising resources.)

Scholarly Activities: Promotion to Full Professor

The School of Education values faculty's scholarly and creative activities. Faculty are expected to share their knowledge via presentations, publications, and other appropriate forms of scholarship.

From the latest edition of the [Faculty Employment Handbook](#):

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

Purposes include, but are not limited to, the following: advancing knowledge or culture through original research or creative activities; interpreting knowledge within or across disciplines; synthesizing information across disciplines, across topics, or across time; aiding society or disciplines in addressing problems; or enhancing knowledge of student learning and effective teaching.

Typically, to be considered scholarship, findings should be disseminated to either peer review by disciplinary scholars or professional or governmental organizations; or critical reflection by a wider community, including corporations or nonprofit organizations, for example.

In addition to these scholarly activities, and depending on the specific Department Guidelines, this category may also include activities in which the faculty member shares other knowledge with members of the learned and professional communities; continued education and professional development activities appropriate to professional status or assignments; and other activities specific to the faculty member's discipline or assigned responsibilities. (pp. 7-8)

FACULTY SHALL DEMONSTRATE EXCELLENCE AND INNOVATION; DIVERSITY, EQUITY, AND INCLUSION; AND MUTUALLY BENEFICIAL COLLABORATION IN SCHOLARLY ACTIVITIES BY MEETING THE FOLLOWING CRITERIA:

The faculty member must demonstrate the quality and significance of their scholarly activities. Given the profession has historically privileged particular kinds of knowledge and means of producing said knowledge, varied scholarly activities are acceptable—many that push against historically privileged forms of knowledge. The SOE also invites other scholarly activities not listed for which the faculty member must demonstrate their quality, significance, and impact. The SOE recognizes the need to set and make transparent standards for retention, promotion, and tenure, and honor the scholarly and creative aspirations of the University.

Materials for faculty candidates for Promotion to Full Professor:

Must include a minimum of 10 scholarly and creative activities. Two (2) of these must be peer-reviewed, editor-reviewed or invited publications or significant grants that are funded through the University or a combination of peer-reviewed publications and significant grants (funded through the University).

- **Faculty candidates for tenure who negotiate for and are approved to be on a teaching load that is reduced by six (6) credits per year must include a minimum of 14 scholarly and creative activities. Four (4) of these must be peer-reviewed, editor-reviewed, or invited publications or significant grants that are funded through the University, or a combination of peer-reviewed publications and significant grants funded through the University. (See Appendix A for more information regarding reduced teaching load.)**

Below are specific guidelines regarding scholarly and creative activities.

Publications

- Peer-reviewed article written for academic or professional audiences in an academic, scholarly, or practitioner journal. (See Cabell's or similar directories of scholarly journals for examples.) Publications in predatory or vanity sources or self-published works are not peer-reviewed and therefore do not meet the criteria for scholarship for publications for promotion.
- Authored, edited, or invited book or textbook by an academic publisher.
- Editor-reviewed or invited article in an academic, scholarly, or practitioner journal. (See Cabell's or similar directories of scholarly journals for examples.) Publications in predatory or vanity sources or self-published works are not peer-reviewed and therefore do not meet the criteria for scholarship for publications for promotion.
- Peer- or editor reviewed or invited book chapter by an academic publisher.

Significant funded grants

- Significant, funded, peer reviewed, and competitive grant from a recognized external entity funded through the University that results in the faculty member creating a product of educational significance to schools, the SOE, or the University (e.g., paper, media production, program). The faculty member must clearly explain and convincingly articulate the significance of the grant. No distinction will be made between participation as principal or co-principal investigator, although leadership on the grant writing and implementation is highly valued for promotion; the faculty member must remain active on the grant activities throughout the grant period.

In addition to the peer-reviewed publications and significant funded grants above, scholarly and creative activities can include:

- Additional publications in an academic, scholarly, or practitioner journal that are peer reviewed, editor reviewed, or invited.
- Funded or unfunded, peer-reviewed, competitive grant from a recognized external entity funded through the University that results in or would have resulted in the faculty member creating a product of educational significance to schools, the SOE, or the University (e.g., paper, media production, program). No distinction will be made between participation as principal or co-principal investigator on the grant, although leadership on the grant writing and implementation is highly valued for promotion. The faculty member must clearly and convincingly articulate the significance and impact of the grant and their responsibilities in the writing and implementation of the grant whether funded or unfunded.
- Peer-reviewed or invited presentations at local, state, national, or international conferences or proceedings that are related to the faculty member's scholarship.
- Professional development offerings to schools or districts that relate to the faculty member's scholarship. The faculty member must clearly and convincingly articulate the connection between the professional development and their scholarly activities and/or research agenda.
- Other scholarly or creative activities for which the faculty member can make a compelling case regarding their scholarly quality, impact, and significance (e.g., Open Educational Resources, scholarly online articles, webinars, TED talks, keynotes, substantive and/or sustained media contributions).

Additional guidelines

Timing: Articles, books, chapters, and presentations must be accepted for publication or conference programs and grant awards must be confirmed prior to the portfolio and narrative being archived by the chairs. (Once the portfolio and narrative are archived, no changes can be made.)

Contribution to Collaborations: Collaboration in scholarly and creative activities is encouraged. Publications, grants, and other works will be evaluated on their merit regardless of the number or order of authorship. The faculty member must demonstrate their own contributions and explain how they contributed to the collaborative process if there are multiple authors.

Service:

Promotion to Full Professor

The School of Education is committed to service that supports students; creates a climate that actively promotes justice through diversity, equity, and inclusion; and supports the mission of the Department, the School of Education, and the University. Faculty are expected to engage in service on an ongoing basis throughout their career at Metropolitan State University of Denver, though the type and nature of the service may

vary. The School of Education defines service as unpaid work done at the local, state, national and/or international level which utilizes the faculty member's skills and expertise to advance the profession, create positive community change, and/or supports our students to achieve their educational and career goals. Faculty Service helps run and maintain School of Education and University processes, utilizes the faculty member's skills and expertise to advance the profession, create positive community change, and/or supports our students to achieve their educational and career goals while remaining aligned to SOE values.

From the latest edition of the [Faculty Employment Handbook](#):

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

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

FACULTY SHALL DEMONSTRATE EXCELLENCE AND INNOVATION; DIVERSITY, EQUITY, AND INCLUSION; AND MUTUALLY BENEFICIAL COLLABORATION IN SERVICE BY MEETING THE FOLLOWING CRITERIA:

The faculty member will demonstrate, articulate, and document 1) breadth of service (variety of service activities), 2) depth of service (role/responsibility, time spent) 3) impact of service (specific outcome) and 4) leadership in service (heads or plays a leadership role) in some combination. Service activities may occur within and outside the institution:

- Within the institution at the program, Department, School, and University levels. It is expected the faculty member demonstrate leadership in service within the institution.

(For example, committees; taskforces; active participation in community events and initiatives such as open house, commencement, convocation, and recruitment; Faculty Senate, University community engagement; peer mentoring; facilitating student organizations; contribution to program evaluation [i.e., assessment reports, program review, and

accreditation/authorization]; peer or program award nominations.)

AND

- Outside the institution in the community or profession, including school partnerships, service-learning experiences, and/or other professional community contributions.

(For example, unpaid public service to community and/or professional organizations; advisory boards; review of journal articles, chapters or books; service to and leadership for schools and districts; media contributions; advocating for legislation; community organizing. All service should be related to the goals of the University, School, Department, profession and/or provide a professional contribution to the community.)

Faculty Evaluation Guidelines: Post Tenure Review

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

Teaching:

Post Tenure Review

The School of Education values quality teaching with a focus on student learning that supports development of the knowledge and skills necessary to be an effective professional educator in the field. Earning tenure requires faculty to model excellent instruction and continue professional growth and development to the extent that students benefit from their unique expertise. In the teaching area, this may include participating in University-based and/or external professional development such as workshops or conferences focused on teaching. Faculty members are encouraged to employ innovative and creative teaching methods and technology that engage learning through a multifaceted teaching and learning environment. Teaching and advising that support student success and move forward our commitment to diversity, equity and inclusion are highly valued.

Teaching is the act of creating and maintaining an environment which enhances opportunities for student learning and discipline-related growth; it includes advising students to facilitate program completion in our undergraduate degree programs, post-baccalaureate programs, endorsements, and graduate degree programs and to transition to professional careers or further educational opportunities. From the latest edition of the [Faculty Employment Handbook](#):

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

Effective teachers maintain high academic standards, prepare students for professional work and development, facilitate student achievement, and provide audiences for student work. At the instructional level, the most important responsibilities of a teacher to his/her students include the following:

(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 for in-person and online delivery that are conducive to learning for all students in alignment with accessibility requirements.

(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, use an appropriate variety of teaching methods, and use university- supported technological tools including the institutional learning management system to facilitate in-person and online learning.

(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. Normally, Category I faculty are expected to maintain a minimum of five scheduled office hours per week during the academic semester.

FACULTY SHALL DEMONSTRATE EXCELLENCE AND INNOVATION; DIVERSITY, EQUITY AND INCLUSION; AND MUTUALLY BENEFICIAL COLLABORATION IN TEACHING BY MEETING THE FOLLOWING CRITERIA:

1. Content Expertise:

- Demonstrates growing expertise with disciplinary content, as well as current inclusive and equity-focused content in the field.

(For example, participating in remote or in-person conferences and other professional development activities, reading scholarly journals and books, creating and engaging in webinars, networking with colleagues.)

2. Instructional Design:

- Individually and collaboratively revises courses and actively contributes to program and curriculum development.

(For example, updating syllabi, assignments, assessments and teaching materials, developing new courses, or modifying existing courses in a variety of instructional delivery methods including in person, hybrid in person, online, field experiences.)

3. Instructional Delivery:

- Demonstrates effective course organization within a variety of instructional delivery methods.

(For example, the current learning management system, syllabi, course calendar.)

- Demonstrates engaging and effective pedagogical practices.

(For example, active participation strategies, application of contemporary research and professional development, uses instructional technologies, co-teaching, culturally responsive, inclusive, and trauma informed practices.)

- Develops and uses supportive materials for student learning.

(For example, accessible, reflective of diverse authorship and perspectives, Open Educational Resources, and peer or informal student evaluations.)

- Uses student evaluations of courses and the instructor, including ratings and comments from University course evaluations, to address patterns of student responses for continuous improvement.

(Reviewers will consider course and instructor feedback holistically and in context, including, but not limited to evidence-informed identity bias, teaching a new course for the first time, students who are repeating a course, trying an innovative or new pedagogy, potentially sensitive content, or course format [i.e., in person, hybrid in person, or online], class size, response rate, upper or lower division, undergraduate or graduate, required or elective, number of course preparations.)

4. Instructional Assessment:

- Demonstrates effective use of differentiated assessment methods appropriate to course objectives, ensures consistency in student evaluation and grading, and provides meaningful, timely, and constructive feedback on student work.
- Supports SOE and University assessment systems when applicable.

(For example, SOE student dispositions and key assignments process, University assessment systems.)

5. Advising

- Meets School and Department requirements for posting and maintaining office hours, keeping advising schedule, documenting notes about advising in the University system within FERPA guidelines, meeting with students at other times as needed, and fulfilling other requirements for advising.

(For example, participates in campus advising events.)

- Mentors students in and outside of the classroom regarding coursework,

University resources, professional opportunities, etc.

- Keeps current and knowledgeable about programmatic advising.

(For example, attends advising trainings, maintains knowledge of curriculum changes, uses SOE advising resources.)

Scholarly Activities:

Post Tenure Review

The School of Education values faculty's scholarly and creative activities. Faculty are expected to share their knowledge via presentations, publications, and other appropriate forms of scholarship.

From the latest edition of the [Faculty Employment Handbook](#):

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

Purposes include, but are not limited to, the following: advancing knowledge or culture through original research or creative activities; interpreting knowledge within or across disciplines; synthesizing information across disciplines, across topics, or across time; aiding society or disciplines in addressing problems; or enhancing knowledge of student learning and effective teaching.

Typically, to be considered scholarship, findings should be disseminated to either peer review by disciplinary scholars or professional or governmental organizations; or critical reflection by a wider community, including corporations or nonprofit organizations, for example.

In addition to these scholarly activities, and depending on the specific Department Guidelines, this category may also include activities in which the faculty member shares other knowledge with members of the learned and professional communities; continued education and professional development activities appropriate to professional status or assignments; and other activities specific to the faculty member's discipline or assigned responsibilities. (pp. 7-8)

FACULTY SHALL DEMONSTRATE EXCELLENCE AND INNOVATION; DIVERSITY, EQUITY, AND INCLUSION; AND MUTUALLY BENEFICIAL COLLABORATION IN SCHOLARLY ACTIVITIES BY MEETING THE FOLLOWING CRITERIA:

The faculty member must demonstrate the quality and significance of their scholarly activities. Given the profession has historically privileged particular kinds of knowledge and means of producing said knowledge, varied scholarly activities are acceptable—many that push against historically privileged forms of knowledge. The SOE also invites other scholarly activities not listed for which the faculty member must demonstrate their quality and significance and impact. The SOE recognizes the need

to set and make transparent standards for retention, promotion, and tenure, and honor the scholarly and creative aspirations of the University.

Materials for faculty candidates for Post Tenure Review:

Must include a minimum of four (4) scholarly and creative activities. One (1) of these must be peer-reviewed, editor-reviewed or invited publications or significant grants that are funded through the University or a combination of peer-reviewed publications and significant grants (funded through the University).

- **Faculty candidates for post-tenure review who negotiate for and are approved to be on a teaching load that is reduced by six (6) credits per academic year must include a minimum of eight (8) scholarly and creative activities. Two (2) of these must be peer-reviewed, editor-reviewed, or invited publications or significant grants that are funded through the University, or a combination of peer-reviewed publications and significant grants funded through the University. (See Appendix A for more information regarding reduced teaching load.)**

Below are specific guidelines with regards to scholarly and creative activities.

Publications

- Peer-reviewed article written for academic or professional audiences in an academic, scholarly, or practitioner journal. (See Cabell's or similar directories of scholarly journals for examples.) Publications in predatory or vanity sources or self-published works are not peer-reviewed and therefore do not meet the criteria for scholarship for publications for post-tenure review.
- Editor-reviewed or invited article in an academic, scholarly, or practitioner journal. (See Cabell's or similar directories of scholarly journals for examples.) Publications in predatory or vanity sources or self-published works are not peer-reviewed and therefore do not meet the criteria for scholarship for publications for post-tenure review.
- Authored, edited, or invited book or textbook by an academic publisher.
- Peer- or editor reviewed or invited book chapter by an academic publisher.

Significant funded grants

- Significant, funded, peer reviewed, competitive grant from a recognized external entity funded through the University that results in the faculty member creating a product of educational significance to schools, the SOE, or the University (e.g., paper, media production, program). The faculty member must explain the significance of the grant. No distinction will be made between participation as

principal or co-principal investigator; however, the faculty member must remain active on grant activities throughout the grant period.

In addition to the peer-reviewed publications and significant funded grants above, scholarly and creative activities can include:

- Additional publications in academic, scholarly, or practitioner journals that are peer reviewed, editor reviewed, or invited.
- Funded or unfunded, peer-reviewed, competitive grant from a recognized external entity funded through the University that results in or would have resulted in the faculty member creating a product of educational significance to schools, the SOE, or University (e.g., paper, media production, program). No distinction will be made between participation as principal or co-principal investigator on the grant. The faculty member must clearly and convincingly articulate the significance and impact of the grant and their responsibilities in the writing and implementation of the grant whether funded or unfunded.
- Peer-reviewed or invited presentations at local, state, national, or international conferences or proceedings.
- Professional development offerings to schools or districts that relate to the faculty member's scholarship. The faculty member must clearly and convincingly articulate the connection between the professional development and their scholarly activities and/or research agenda.
- Other scholarly or creative activities for which the faculty member can make a compelling case regarding their scholarly quality, impact, and significance (e.g., Open Educational Resources, scholarly online articles, webinars, TED talks, keynotes, substantive and/or sustained media contributions).

Additional guidelines

Timing: Articles, books, chapters, and presentations must be accepted for publication or conference programs and grant awards must be confirmed prior to the portfolio and narrative being archived by the chairs. (Once the portfolio and narrative are archived, no changes can be made.)

Contribution to Collaborations: Collaboration in scholarly and creative activities is encouraged. Publications, grants, and other works will be evaluated on their merit regardless of the number or order of authorship. The faculty member must demonstrate their own contributions and explain how they contributed to the collaborative process if there are multiple authors.

Service:

Post Tenure Review

The School of Education is committed to service that supports students; creates a climate that actively promotes justice through diversity, equity, and inclusion; and supports the mission of the Department, the School of Education, and the University. Faculty are expected to engage in service on an ongoing basis throughout their career at Metropolitan State University of Denver, though the type and nature of the service may vary. The School of Education defines service as unpaid work done at the local, state, national and/or international level which utilizes the faculty member's skills and expertise to advance the profession, create positive community change, and/or supports our students to achieve their educational and career goals. Faculty Service helps run and maintain School of Education and University processes, utilizes the faculty member's skills and expertise to advance the profession, create positive community change, and/or supports our students to achieve their educational and career goals while remaining aligned to SOE values.

From the latest edition of the [Faculty Employment Handbook](#):

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

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

FACULTY SHALL DEMONSTRATE EXCELLENCE AND INNOVATION; DIVERSITY, EQUITY, AND INCLUSION; AND MUTUALLY BENEFICIAL COLLABORATION IN SERVICE BY MEETING THE FOLLOWING CRITERIA:

The faculty member will demonstrate, articulate, and document 1) breadth of service (variety of service activities), 2) depth of service (role/responsibility

and time spent) and 3) impact of service (specific outcome) in some combination. Service activities may occur within and outside the institution:

- Within the institution at the program, Department, School, and University levels. It is expected that tenured faculty members demonstrate leadership and sustained engagement in service within the institution.

(For example, committees; taskforces; active participation in community events and initiatives such as open house, commencement, convocation, and recruitment; Faculty Senate, University community engagement; peer mentoring; facilitating student organizations; contribution to program evaluation [i.e., assessment reports, program review, and accreditation/authorization]; peer or program award nominations.)

AND

- Outside the institution in the community or profession including school partnerships, service-learning experiences, and/or other professional community contributions.

(For example, unpaid public service to community and/or professional organizations; advisory boards; review of journal articles, chapters, or books; service to and leadership for schools and districts, media contributions, advocating for legislation, community organizing. All service should be related to the goals of the University, School, Department, profession and/or provide a professional contribution to the community.)

**Faculty Evaluation Guidelines
Lecturer Faculty for
Reappointment, Multi-year
Contract, or Promotion to
Senior Lecturer**

THE FOLLOWING GUIDELINES APPLY TO LECTURER FACULTY AND INCORPORATE CHANGES TO THE LATEST EDITION OF THE FACULTY EMPLOYMENT HANDBOOK.

Lecturer 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 [Faculty Employment Handbook](#), have a record of conduct consistent with professional standards in the School of Education By-laws, and show sustained growth in evaluation areas applicable to the candidate in consideration for reappointment, multi-year contract or promotion to Senior Lecturer.

The School of Education is committed to a holistic view of Lecturer faculty in terms of evaluating their performance as part of the overall picture of the work and accomplishments of effective teaching.

Teaching

The School of Education values quality teaching with a focus on student learning that supports development of the knowledge and skills necessary to be an effective professional educator in the field. Successful teaching requires faculty to model excellent instruction and continue professional growth and development to the extent that students benefit from their unique expertise. In the teaching area, this may include participating in University-based and/or external professional development such as workshops or conferences focused on teaching. Faculty members are encouraged to employ innovative and creative teaching methods and technology that engage learning through a multifaceted teaching and learning environment. Teaching (and sometimes advising) that support student success and move forward our commitment to diversity, equity and inclusion are highly valued.

Teaching is the act of creating and maintaining an environment which enhances opportunities for student learning and discipline-related growth; includes advising students to facilitate program completion in our undergraduate degree programs, post-baccalaureate programs, endorsements, and graduate degree programs and to transition to professional careers or further educational opportunities. From the latest edition of the [Faculty Employment Handbook](#):

Teaching is a complex and reflective human activity that, in the higher education context, is offered in a forum that is advanced, semi-public, and essentially critical in nature. No single definition can possibly suffice to cover the range of talents that go into excellent teaching or that could be found across the board in the varied departments and disciplines of an entire college or university. Effective teachers are scholars, researchers, inventors, scientists, creators, artists, professionals, investigators, practitioners or those with advanced expertise or experience who share knowledge, using appropriate methodologies and who

demonstrate and encourage enthusiasm about the subject matter in such a way as to leave the student with a lasting and vivid conviction of having benefited from that interaction.

Effective teachers maintain high academic standards, prepare students for professional work and development, facilitate student achievement, and provide audiences for student work. At the instructional level, the most important responsibilities of a teacher to his/her students include the following:

(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 for in-person and online delivery that are conducive to learning for all students in alignment with accessibility requirements.

(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, use an appropriate variety of teaching methods, and use university-supported technological tools including the institutional learning management system to facilitate in-person and online learning.

(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.

FACULTY SHALL DEMONSTRATE EXCELLENCE AND INNOVATION; DIVERSITY, EQUITY AND INCLUSION; AND MUTUALLY BENEFICIAL COLLABORATION IN TEACHING BY MEETING THE FOLLOWING CRITERIA:

1. Content Expertise:

- Demonstrates growing expertise with disciplinary content, as well as current inclusive and equity-focused content in the field.

(For example, participating in remote or in-person conferences and other professional development activities, reading scholarly journals and books, creating and engaging in webinars, networking with colleagues.)

2. Instructional Design:

- Individually and collaboratively revises courses and actively contributes to program and curriculum development.

(For example, updating syllabi, assignments, assessments and teaching materials, developing new courses or modifying existing courses in a variety of instructional delivery methods [i.e., hybrid, online, face-to-face, field experiences].)

3. Instructional Delivery:

- Demonstrates effective course organization within a variety of instructional delivery methods.

(For example, the current learning management system, syllabi, course calendar.)

- Demonstrates engaging and effective pedagogical practices.

(For example, active participation strategies, application of contemporary research and professional development, uses instructional technologies, co-teaching, culturally responsive, inclusive, and trauma informed practices.)

- Develops and uses supportive materials for student learning.

(For example, accessible, reflective of diverse authorship and perspectives, Open Educational Resources, and peer or informal student evaluations.)

- Uses student evaluations of courses and the instructor, including ratings and comments from university course evaluations, to address patterns of student responses for continuous improvement.

(Reviewers will consider course and instructor feedback holistically and in context, including, but not limited to evidence-informed identity bias, teaching a new course for the first time, students who are repeating a course, trying an innovative or new pedagogy, potentially sensitive content, or course format [i.e., in person, hybrid, or online], class size, response rate, upper or lower division, undergraduate or graduate, required or elective, number of course preparations.)

4. Instructional Assessment:

- Demonstrates effective use of differentiated assessment methods appropriate to course objectives, ensures consistency in student evaluation and grading, and provides meaningful, timely, and constructive feedback on student work.

- Supports SOE and University assessment systems when applicable.
(For example, SOE student dispositions and key assignments process, University assessment systems.)

Faculty Evaluation Guidelines

Faculty Emeritus Status

FACULTY APPLYING FOR EMERITUS STATUS SHOULD MEET THE FOLLOWING ELIGIBILITY LISTED IN MSU DENVER'S FACULTY EMPLOYMENT HANDBOOK:

- a. *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.*
- b. *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 yet eligible for emeritus status.*

A department chair or any faculty member of the department may nominate faculty for emeritus status.

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

- Have a teaching history that consistently met the Department's minimum standard for teaching, participated in advising and assessment, as well as a record of other student involvement and support.
- Have a record of service commensurate with School of Education Guidelines for Service.
- Have a desire to continue to support the School of Education and MSU Denver.

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 School of Education, who then will forward the recommendation to the Provost. If the Provost agrees with the nomination, the Provost will forward the nomination to the President of the University. If the President concurs, the President will forward the nomination to the Board of Trustees for final approval.

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

APPENDIX A

Process for Reduction in Faculty Teaching Load

Tenure line faculty can negotiate to reduce their teaching load with the chair of their department at certain points (described below) in their RTP/PTR progression. Faculty can negotiate for a reduction of no more or no less than 6 credits per academic year to be considered under the criteria for reduced teaching in the 2023 Faculty Evaluation Guidelines.

Faculty who are approved to teach on a reduced load will receive a “Reduced Teaching Load Agreement” that must be signed by the faculty member, appropriate department chair, and dean of the SOE to be implemented in the next Fall semester. This agreement will be included in faculty’s evaluation materials.

Reduced teaching load does not affect any considerations of reassigned time.

Faculty must teach no less than six (6) credits per academic year regardless of reassigned time or reduction of load considerations.

Schedule and guidance for faculty reducing their teaching load:

Faculty should request a reduced teaching load when they are fully confident that they can achieve the scholarship standards specified in the 2023 Faculty Evaluation Guidelines.

Faculty must request a reduced teaching load by February 1 of the year of their significant evaluation. If the portfolio reviews result in an unsuccessful evaluation, requests for reduced load will be denied and other measures as dictated by the Faculty Employment Handbook for unsuccessful evaluations will be activated.

Faculty must remain on their approved teaching load through at least one successful significant RTP/PTR Evaluation cycle in the SOE 2023 Faculty Evaluation Guidelines.

- Significant Evaluations are promotion to Associate Professor with Tenure review, promotion to Full Professor review, all PTR reviews.
- “Successful” is defined as meeting all standards for the chosen teaching load level.

Faculty can request to change their teaching load only after completion of a successful significant review according to the SOE 2023 Faculty Evaluation Guidelines. (That is, faculty cannot change teaching load due to inability to meet standards in their chosen teaching load or any other reason prior to review based on the 2023 Faculty Evaluation.)

Chairs will select their teaching load as if they were faculty, regardless of the number of classes they teach as chair.

APPENDIX B

Approvals

Metropolitan State University of Denver Departmental Faculty Evaluation Guidelines
Approval starting for the **2023-2024** Academic Year

Approvals:

Chair: _____ Date _____

Chair: _____ Date _____

Chair: _____ Date _____

Dean: _____ Date _____

Provost: _____ Date: May 16, 2023