

**Department Guidelines for Faculty Evaluation
for Retention, Tenure, Promotion to
Associate Professor/Professor, and
Post-Tenure Review**

**School of Hospitality
Fall 2023**

Signature of Approval:

Department Chair	School Dean	Provost

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The Rationale for Differentiated Workload

The SOH differentiated workload model signifies a strategic approach to advancing the competitive standing in the hospitality and tourism disciplines. At its core, this model aims at diversifying faculty membership, an initiative intending to tap into the intellectual resources and diverse experiences of a national and international pool of talents. As such, it stands as a testament to SOH's commitment to nurturing intellectual growth, fostering innovation, and promoting a diverse and inclusive learning environment.

Overview of Differentiated Workload Areas of Performance and Criteria

University faculty members are reviewed on their performance in the following three areas: teaching, scholarly activities, and service. In the SOH, in consultation with the department chair, tenure/tenure-track faculty may request a 3-3 teaching load based on appointment. The department chair will recommend the dean for the teaching load assignment, and the Dean will make the final decision on the workload.

Examples of Annual Workload

Teaching Load*	Workload Allocation		
	Teaching	Research	Service
3-3	60%	20%	20%
4-4	80%	10%	10%
5-5**	100%	0%	0%

* 3-credit-hour course or equivalent

** not available for tenure/tenure-track faculty

Additional Comments:

Differentiated workload should be discussed with Department Chair and will be supported based on department needs and demonstrated success of scholarship productive activity including, but not limited to bringing substantial grant funds to the SOH. The department chair will recommend the teaching load reassignment; the dean will make the final decision.

Any tenure-track faculty who are granted a differentiated workload will be required to acknowledge, in writing, that they will be evaluated under the guidelines annually and at promotion/tenure/post-tenure review. For faculty whose differentiated workload transitions in the middle of a promotion or review period, expectations will be prorated accordingly to various times credited under the previous workload. Any such transition will be reduced to writing, agreed upon by the faculty member and Department Chair, and approved by the Dean.

Transitions among workloads are discouraged and will not be considered or supported if requested in response to needed improvements in performance.

Professional Standards

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

- Timely performance of responsibilities specified in the faculty member's contract and the Handbook (in accordance with the academic and procedural calendars).
- Adherence to accepted standards of professional conduct.
- 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.
- 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).
- Faculty shall, as established by departmental policies, adopt such procedures as necessary to assure that adequate and accurate records of student performance are maintained.
- Faculty shall establish, post, and keep a minimum of 5 office hours weekly during each academic term of the regular academic year.
- 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.
- Faculty shall submit a copy of their syllabi at the beginning of each semester to the department and will keep their syllabi in the learning management system for student access.
- Faculty shall comply with all federal and state laws relating to the acquisition, handling, and disposal of hazardous materials and by-products or wastes therefrom.
- Attend departmental, retreats, and other faculty meetings.

Teaching

The School of Hospitality values quality teaching with a focus on student learning that supports the 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.

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, use appropriate methodologies, and demonstrate enthusiasm about the subject matter in such a way 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/their students include the following:

- (1) Content Expertise – to demonstrate knowledge and/or relevant experience: effective teachers display knowledge of their subject matters in their relevant learning environment 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 students' mastery and other accomplishments: 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, tenure-track/tenure faculty are expected to maintain a minimum of five scheduled office hours per week during the academic semester.

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

Content Expertise:

- Updating courses taught and staying current with the information presented in classes.
- Faculty must pursue advanced study/conference/certifications/workshop attendance to stay current in the field or learn new information/skills.

Instructional Design:

- Involved in curriculum development and maintenance.

Instructional Delivery:

- Demonstrates appropriate and effective use of class delivery to achieve course objectives.
- Receives Student Ratings of Institution (SRI) that over time reflect student's ratings and comments that are in alignment with department norms. SRI 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, course format (on-site, online, or hybrid), class size, response rate, whether a course is an upper or lower division, required or elective, and other factors. 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, during the review period, mean scores should be in line with department norms.
- Peer evaluations are also encouraged.

Instructional Assessment:

- Actively participates in effective evaluation of individual students, individual courses, and programs, including semester assessment reports, and program reviews.
- Faculty will submit an assessment report for each course detailing the evaluation of student learning outcomes, course delivery, and changes for future courses.

Advising:

- Post and hold five (5) office hours per week on a variety of days/times. Meet with students at other times as needed and other requirements for advising.
- Use University-wide digital systems for advising.

Other Duties: Faculty engaged in other administrative duties or reassigned time will be negotiated with the Department Chair and entered into Watermark on a semester basis.

Scholarship

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

By the time a tenured/tenure-track faculty member goes up for **tenure, promotion** (to associate professor or to professor), or **post-tenure review**, a faculty member should complete the following:

Contract Teaching Load	Minimum Scholarly Work Requirement	
	Segment 1*	Segment 2**
3-3	2	3
4-4	1	1

Intellectual/scholarly contributions include:

*Segment 1: Peer-Reviewed Academic Creations

- Acceptance/in-press/published articles in peer-reviewed journals. Journal articles must be scholarly in nature.
 - Full-length scholarly papers in peer-reviewed conference proceedings do meet this standard.
 - Scholarly works accepted for publication, exhibition, or performance at the time of portfolio submission meet this standard.
 - A contribution should be noted in the faculty member's narrative or in an annotation in his/her/their curriculum vita.
 - A scholarly work will be evaluated on its merits with NO distinction made between single or multiple authorship.
 - Opinion or "popularization of the field" pieces written for professional, or practitioner audiences do NOT meet this standard.
 - Abstracts published in conference proceedings do NOT meet this standard.
 - 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.

- Peer-reviewed publication of scholarly books, textbooks, case studies, instructor's manuals that includes original works (e.g., beyond summaries of chapters, test questions, web links, etc.), or a book chapter by a nationally/internationally recognized publisher.
- Receipt of a \$5,000 or higher competitive grant that helps the faculty member create a product (e.g., paper, media production, etc.). No distinction will be made between participation as principal or co-principal investigator on the grantor and those who make a significant contribution to the grant work.

****Segment 2: Other Scholarly Contributions**

- Exhibition of creative work(s) in a refereed show and/or receipt of an award after being judged by a jury of peers.
- Non-peer-reviewed publication of scholarly books, textbooks, case studies, instructor's manuals that includes original works (e.g., beyond summaries of chapters, test questions, web links, etc.), open educational resources that are deposited in an online repository for a course (not a module), or a book chapter by a nationally/internationally recognized publisher.
- Presentation of creative works in an adjudicated or auditioned performance.
- Academy Conference/Trade Show/Industry Summit presentations including poster sessions.
- A contribution should be noted in the faculty member's narrative or in an annotation in his/her/their curriculum vita.
- Submission of a \$5,000 or higher competitive grant proposal that helps the faculty member create a product (e.g., paper, media production, etc.). No distinction will be made between participation as principal or co-principal investigator on the grantor and those who make a significant contribution to the grant work.*
 - ***Note:** Upon approval of the grant proposal and subsequent receipt of the funding, only the receipt of the grant will be acknowledged as a scholarly accomplishment.
- Other scholarly contributions may be considered as an output under Segment 2 if proposed to and approved by the governing faculty.

Service

The School of Hospitality is committed to service that supports students; creates a climate that is respectful and supportive of diversity; supports the mission of the Department, the School of Hospitality, and the University. Faculty are expected to engage in service on an ongoing basis throughout their career at MSU Denver 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 supports our students to achieve their educational and career goals.

From the latest edition of the Faculty Handbook:

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.

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 the following service activities:

- Within the institution at the university as well as school/department/program level.
- Outside the institution in the community or profession.

Examples of Service Standards

University Service and Awards (per semester)

University committee – active member
University committee leadership (e.g., committee chair)
Current Faculty Senate Member

College/Department Service and Awards (per semester)

College/department committee – active member
College/department committee leadership (e.g., committee chair)
Voluntary college/department service meetings/activities/events
Graduation

Service to Industry/Community

Academic, Industry, or Community Association Membership
Academic, Industry, or Community Association Membership Committee Member
Academic, Industry, or Community Association Membership Officer, Board Member, or Chair
Academic/Industry Keynote Speaker
Academic/Industry Panel Member
Industry Advisory Board

Service to Academic Profession

Editor of a book of academic papers

Editor of non-referred conference proceedings

Guest Editor/Associate Editor of a Special Issue for an academic journal

Editorial Board Member or Associate Editor of an academic journal

Ad-hoc reviewer for an academic journal

Chair/co-chair of national/international conference

Conference Committee Chair/Co-Chair

Recruitment

Each SOH faculty member must engage in one recruitment activity every semester to engage in student recruitment for enrollment purposes. Examples include hosting a prospective student group on campus, visiting and engaging with prospective students at a high school, or attending a college recruitment event.

Departmental Guidelines for Non-Tenure-Track Faculty Evaluation for reappointment, multi-year contract, or promotion to Senior Lecturer

The following guidelines apply to Non-Tenure-Track faculty and incorporate changes to the latest edition of the Faculty Handbook.

Non-Tenure-Track Faculty are obligated to uphold the highest standards of professionalism. This includes meeting all contractual obligations, requirements, and responsibilities as defined by the institution. Faculty members are further required to comply with policies established in the most current Faculty Handbook, particularly those concerning the conduct of both employees and students. Maintaining a record of superior professional conduct and demonstrating consistent growth in areas relevant to their roles are paramount. These elements contribute significantly to considerations for reappointment, extended contracts, or promotions to Senior Lecturer.

The performance assessment process within the School of Hospitality adopts a holistic approach for Non-Tenure Track faculty. The evaluation extends beyond individual tasks and considers the broader context of a faculty member's contributions and accomplishments in teaching effectiveness.

For clarity regarding promotion, full-time Non-Tenure-Track faculty members are expected to excel in the following key areas:

- **Teaching Excellence:** Faculty members should consistently demonstrate high-quality teaching, embracing innovative and effective educational methodologies, and showcasing a steadfast commitment to student success.
- **Student Support:** Faculty members are required to provide ongoing, meaningful support to students. This encompasses academic guidance, mentoring, offering timely and constructive feedback, and fostering an engaging learning environment.
- **Professional Growth:** A continual commitment to professional development is essential for faculty members. This includes ongoing education, skills enhancement, and the cultivation of professional networks.

The SOH conducts the evaluation in a balanced, fair, and comprehensive manner. This process ensures that each facet of a faculty member's diverse contributions receives appropriate consideration during promotion discussions.

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Departmental Guidelines for Adjunct/Affiliate Faculty

The following guidelines apply to Adjunct/Affiliate Faculty and incorporate changes to the latest edition of the Handbook for Professional Personnel.

Adjunct/Affiliate Faculty must meet all contractual obligations, requirements, and responsibilities, 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, and show sustained growth in evaluation areas applicable to the candidate in consideration for reappointment.

While fixed weekly office hours are not required, faculty will be available to meet with students (e.g. by appointment, before or after class, and via email) to answer questions about the class. In addition, faculty may advise students on career/job placements that fall within their expertise.