College of Aerospace, Computing, Engineering, and Design

Departmental Guidelines for Faculty Evaluation

Department of Computer Sciences

Academic Year 2024-2025

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College of Aerospace, Computing, Engineering, and Design College of Aerospace, Computing, Engineering, and Design (CACED) Mission Statement

MISSION: Through state-of-the-art teaching and research, the College of Aerospace, Computing, Engineering, and Design prepares diverse students with advanced expertise and knowledge in their discipline, for the pursuit of post-graduate degrees and lifelong learning and to be leaders in innovation and problem-solving in their chosen professions. The college engages with industry partners to meet the technological needs of the state and region and to provide students with meaningful hands-on experience in the field.

True to the mission, CACED Departments value intentional practices specifically directed toward collaboration, reciprocity, and mutual commitment to empowering faculty and students to address complex issues facing society, industries/sectors, and the diverse communities they serve. The balance of theory and experience is maintained through active relationships with industry and community agencies, and community members.

Our Purpose is to prepare students to launch themselves into next level career paths who are:

- Innovative and effective leaders and problem solvers
- Ethical and critical thinkers
- Engaged and thoughtful citizens

We help students develop professional relationships and networks to help them succeed in their post-graduation goals.

The College of Aerospace, Computing, Engineering, and Design (CACED) is committed to a holistic view of faculty in terms of evaluating performance as part of the big picture of the work and accomplishments in all three areas over the review period. In order to advance in ranks, candidates must show evidence of effective teaching as well as demonstrate proficiency in scholarly activity and service, depending upon rank and based upon the guidelines. The College values:

Student Success and Completion: Facilitate student success by creating an educational community in which students flourish.

Diversity and Inclusivity: We embrace and respect the diversity of individuals and ideas.

Collaboration: We pursue collaborative partnerships between internal and external partners to impact and promote life-long learning, service and community engagement. Further, we engage in interprofessional collaboration to best serve the needs of students, sectors, and communities. We work in unity.

Academic excellence and innovation: Committed to providing meaningful learning experiences through quality educational and training experiences, including exploration of new practices and issues to enhance and enrich learning.

Department of Computer Sciences Mission Statement

The Computer Sciences department embraces the University's (https://www.msudenver.edu/academic-affairs/about/mission/) and College's (above) mission statements. The Department Mission Statement is thoughtfully crafted to align with the overarching mission of both the College and the University. For more details, please visit our mission statement here.

Graduates of the program will have an ability to:

- Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.
- Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.
- Communicate effectively in a variety of professional contexts.
- Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.
- Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.

In addition, the MSU Denver Computer Sciences program enables students to achieve the following objectives 3-5 years after graduation.

- Professionals capable of applying computer science principles and practices.
- Graduate students in computer sciences and related fields.
- Life-long learners capable of self-study, continuing education and ongoing professional development.
- Ethical practitioners in computer sciences, software engineering and related fields.
- Innovators able to respond to technological change and intellectual challenge.

Departmental Guidelines for
Faculty Evaluation for
Retention, Tenure, and Promotion to:

Associate Professor
Promotion to Professor
Post-Tenure Review

Departmental Guidelines for Faculty Evaluation Retention, Tenure, and Promotion to Associate Professor, Promotion to Professor, and Post-Tenure Review

The following guidelines apply to tenure-track and tenured faculty and incorporate changes to the latest edition of the *Faculty Employment Handbook*.

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 Appendix A of this document and show sustained growth in all three evaluation areas to be considered for tenure and promotion to Associate Professor, promotion to Professor, and post-tenure review.

The College of Aerospace, Computing, Engineering, and Design is committed to a holistic view of the faculty member in terms of evaluating his/her performance as part of the big picture of the work and accomplishments in all three areas over the review period. In all levels of review, a candidate must show evidence of effective teaching as well as demonstrate proficiency in the two other evaluation areas based on the guidelines.

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

Teaching

The College of Aerospace, Computing, Engineering, and Design values quality teaching with a focus on student learning that supports development of the knowledge and skills necessary to be an effective professional in the field. Earning tenure requires faculty to continue professional growth and development. In the teaching area, this may include participating in activities such as faculty learning communities, peer observation cohorts, and/or workshops and conferences focused on teaching.

Teaching is a complex and reflective human activity that, in a 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.

Effective teachers maintain high academic standards, prepare students for professional work and development, facilitate student achievement, provide audiences for student work, and demonstrate effective pedagogies. Furthermore, this work of faculty should align with MSU Denver's mission and values. The responsibilities of a faculty member include the following:

1) Content Expertise Conveyed with Effective Pedagogies and Praxis: Effective teachers display knowledge of their subject matters in the relevant learning environment (classroom, online, hybrid, field work, etc.) They demonstrate their content expertise and/or relevant experience which typically includes proven skills, competencies, and knowledge in a discipline (s). This extends to the responsibility of integrating scholarly or professional activities as appropriate in teaching.

2) Inclusive Pedagogy: Effective teachers employ teaching practices that recognize and demonstrate structural and situational awareness of equity within and beyond the classroom. Consideration should be given to teaching practices rooted in empathy and responsiveness to students' lived experiences. Inclusive pedagogy includes teaching practices that prioritize thoughtful and reflexive evidence-based learning approaches to empower student reasoning and critical thinking.

3) Instructional Design: Effective teachers construct frameworks for learning tied to specific disciplinary or interdisciplinary knowledge, experiences, or concepts. They communicate these frameworks through course objectives, syllabi, materials, activities, and experiential learning experiences for instructional delivery. The design should be conducive to equitable learning for all students in alignment with accessibility requirements.

4) Instructional Delivery and Learning Environment: Effective teaching involves the communication of knowledge, experiences, and concepts into a format accessible to students within an inclusive space. Effective instructional delivery ensures that teachers show responsiveness to help students with varying abilities, identities, and lived experiences. They communicate information clearly, use an appropriate variety of learning-centered methods, and approaches, while using university -supported technological tools including the institution's learning management system (e.g. Canvas).

5) Assessment: Effective teaching includes the evaluation of students' understanding, application, and analytical acumen of a subject. They design assessment procedures appropriate to course objectives, ensure fairness in student evaluation and grading, and provide constructive feedback on student work. Furthermore, effective teachers engage in meaningful self-assessment, that goes beyond student ratings of instruction (SRIs) and may include peer review, program review, and student feedback. All sources of feedback for a faculty member's teaching ensure the opportunity for continuous improvement and professional development.

6) 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. Regularly scheduled office hours must be held during the academic year. In recognition that faculty are available through different modalities and that student-faculty appointments occur outside of office hours, faculty are expected to have a minimum of 20 minutes of office hours per week per one (1) credit hour taught. Thus, faculty teaching 12 credit hours would be expected to have four (4) office hours per week. With the approval of their chair and dean, faculty may conduct some, or all, of their office hours remotely so long as the offering of office hours and the modality through which those office hours are offered are reasonable and effectively meet the needs of students. With the approval of their chair dean, and if there is a department or program need, faculty may hold additional office hours that will be accommodated as "Service" within their workload.

Note:
Teaching performance will be evaluated based on the teaching done by a faculty member. A faculty member who teaches less than twelve (12) credit hours each semester will not be penalized for performing other critical duties needed by the Department, College/School, or University. Normally, these responsibilities will be delineated in and accounted for through reassigned time awards and evaluations and documented in the faculty portfolio management system (e.g. Watermark).

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

Additional criteria for Retention, Tenure and Promotion to Associate Professor Departmental Guidelines for Faculty Evaluation in COMPUTER SCIENCES can be found in Appendix B, C, and D.

1. Content Expertise	• Updating courses taught and staying current in the information presented in classes.
2. Instructional Design	• Involved in curriculum development and maintenance.
3. Instructional Delivery	• Demonstrates appropriate and effective use of class delivery to achieve course objectives and student learning outcomes.
	• Receives SRI's that over time reflect student's ratings and comments that are in alignment with department norms. SRI's will be evaluated in a broad context, not based on the numerical score alone because there are many factors that influence SRI scores including but not limited to: teaching a new course or a course for the first time, a shift in pedagogy, and course format (on site, online, or hybrid), class size, response rate, whether a course is upper or lower division, required or elective, etc. All factors will be taken into consideration when evaluating SRI scores. Reviewers will detail the factors that entered into their decision-making process in their respective review letters.
	• Formative peer evaluations may be required by the department.
4. Instructional Assessment	• Actively participates in effective evaluation of individual students, individual courses, and program, including yearly assessment reports, program review, and, if a program is accredited, accreditation.
5. Advising	• Faculty are expected to meet with students in ways that meet student needs, by phone, via email, in office, or virtually, a minimum of five hours per week or additional hours as needed and other requirements for advising. This must include clear instruction on how to make appointments.
	• Uses University wide digital systems for advising. • Faculty office hours must be posted in the syllabus for all courses.

Scholarly Activities

The College of Aerospace, Computing, Engineering, and Design values faculty scholarship and expects faculty to engage in ongoing professional development to remain current in their areas of expertise through activities such as participating in trainings, workshops, conferences, and/or certification processes. In addition, faculty must participate in scholarly discussions by sharing their knowledge via presentations, publications, and other appropriate forms of scholarship in forums in which scholarly activities are peer reviewed. Appendix B, C, and D may include discipline-defined "peers."

We support a broad definition of scholarship which includes the scholarship of teaching and learning and the scholarship of application as defined in the Boyer model for scholarship. From the latest edition of the *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 non-profit organizations, for example.*
>
> *In addition to these scholarly activities, and depending on the specific Department Guidelines, this category may also include activities in which the faculty member shares other knowledge with members of the learned and professional communities; continued education and professional development activities appropriate to professional status or assignments; and other activities specific to the faculty member's discipline or assigned responsibilities.*

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

Review Level	Scholarship
Tenure and Promotion to Associate Professor Required: 4 peer-reviewed works with a minimum of one from Category 1 and one from Category 2	Acceptable works include those listed in Category 1 and Category 2 In addition to 4 peer-reviewed works, faculty are required to engage in advanced study/conference/workshop attendance to stay current in the field or learn new information/skills
Promotion to Professor Required: 5 peer-reviewed works with a minimum of one from Category 1 and one from Category 2	Acceptable works include those listed in Category 1 and Category 2 In addition to 5 peer-reviewed works, faculty are required to engage in advanced study/conference/workshop attendance to stay current in the field or learn new information/skills
Post Tenure Review Required: 2 peer-reviewed works	Acceptable works include anything from Category 1 or Category 2 below In addition to 2 peer-reviewed works, faculty are required to engage in advanced study/conference/workshop attendance to stay current in the field or learn new information/skills

Additional criteria for Retention, Tenure, Promotion to Associate Professor, and PTR specific to your department in Computer Sciences can be found in Appendix B, C, and D.

Category 1 – Scholarly journal publication/book publication/exhibition of creative work/scholarly writing related to receipt of a competitive grant:

- Acceptance of an article in a peer reviewed journal.* Journal articles must be scholarly in nature.
  - Full-length scholarly papers in peer reviewed conference proceedings meet this standard.
  - Opinion or "popularization of the field" pieces written for professional/practitioner audiences do not meet this standard.
  - Abstracts published in conference proceedings do not meet this standard. **
- Publication of a scholarly book, textbook, instructors manual that includes original works (e.g., beyond summaries of chapters, test questions, web links, etc.) or book chapter by a nationally or professionally recognized publisher.*
- Scholarly writing related to receipt of a competitive grant from a recognized external entity. This could include the writing of a funded grant proposal and/or annual funded grant reports.

Category 2 – Refereed or Invited Presentation

A refereed or invited presentation of the faculty member's original work in a professionally and/or scholarly recognized meeting/conference.

In addition to scholarly work as described above, faculty are required to:

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

*A scholarly work will be evaluated on its merits with no distinction made between single or multiple authorship. Contribution should be noted in the faculty member's narrative or in an annotation in his/her curriculum vita. Scholarly works accepted for publication at the time of portfolio submission meet this standard.

**Papers published in peer-reviewed conference proceedings and the accompanying peer-reviewed presentation can count in both the publication and the presentation category.

Service

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

FACULTY SHALL DEMONSTRATE EXCELLENCE IN SERVICE BY MEETING THE FOLLOWING SERVICE CRITERIA: Additional criteria for Retention, Tenure and Promotion to Associate Promotion to Professor, or Post Tenure Review can be found in Appendix B, C, and D.

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

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

Examples of service include committees, projects, advisory boards, playing a leadership role, program coordination, review of articles, accreditation, and activities supporting diversity/ inclusion initiatives for The College of Aerospace, Computing, Engineering, and Design or the University. All should be related to the goals of the University, College, Department, Profession, or provide related expertise to the community.

Departmental Guidelines for Faculty Evaluation for

Category II Faculty Eligible for Reappointment, Multi-Year Contract, or Promotion to Senior Lecturer

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

The following guidelines apply to Category II faculty and incorporate changes to the latest edition of the *Faculty Employment Handbook*.

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

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

Teaching

The College of Aerospace, Computing, Engineering, and Design values quality teaching with a focus on student learning that supports development of the knowledge and skills necessary to be an effective professional in the field. Successful reappointment, multi-year contract, or promotion 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 a 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.

Effective teachers maintain high academic standards, prepare students for professional work and development, facilitate student achievement, provide audiences for student work, and demonstrate effective pedagogies. Furthermore, this work of faculty should align with MSU Denver's mission and values. The responsibilities of a faculty member include the following:

1) Content Expertise Conveyed with Effective Pedagogies and Praxis: Effective teachers display knowledge of their subject matters in the relevant learning environment (classroom, online, hybrid, field work, etc.) They demonstrate their content expertise and/or relevant experience which typically includes proven skills, competencies, and knowledge in a discipline (s). This extends to the responsibility of integrating scholarly or professional activities as appropriate in teaching.

2) Inclusive Pedagogy: Effective teachers employ teaching practices that recognize and demonstrate structural and situational awareness of equity within and beyond the classroom. Consideration should be given to teaching practices rooted in empathy and responsiveness to students' lived experiences. Inclusive pedagogy includes teaching practices that prioritize

thoughtful and reflexive evidence-based learning approaches to empower student reasoning and critical thinking.

3) Instructional Design: Effective teachers construct frameworks for learning tied to specific disciplinary or interdisciplinary knowledge, experiences, or concepts. They communicate these frameworks through course objectives, syllabi, materials, activities, and experiential learning experiences for instructional delivery. The design should be conducive to equitable learning for all students in alignment with accessibility requirements.

4) Instructional Delivery and Learning Environment: Effective teaching involves the communication of knowledge, experiences, and concepts into a format accessible to students within an inclusive space. Effective instructional delivery ensures that teachers show responsiveness to help students with varying abilities, identities, and lived experiences. They communicate information clearly, use an appropriate variety of learning-centered methods, and approaches, while using university -supported technological tools including the institution's learning management system (e.g. Canvas).

5) Assessment: Effective teaching includes the evaluation of students' understanding, application, and analytical acumen of a subject. They design assessment procedures appropriate to course objectives, ensure fairness in student evaluation and grading, and provide constructive feedback on student work. Furthermore, effective teachers engage in meaningful self-assessment, that goes beyond student ratings of instruction (SRIs) and may include peer review, program review, and student feedback. All sources of feedback for a faculty member's teaching ensure the opportunity for continuous improvement and professional development.

6) 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. Regularly scheduled office hours must be held during the academic year. In recognition that faculty are available through different modalities and that student-faculty appointments occur outside of office hours, faculty are expected to have a minimum of 20 minutes of office hours per week per one (1) credit hour taught. Thus, faculty teaching 12 credit hours would be expected to have four (4) office hours per week. With the approval of their chair and dean, faculty may conduct some, or all, of their office hours remotely so long as the offering of office hours and the modality through which those office hours are offered are reasonable and effectively meet the needs of students. With the approval of their chair dean, and if there is a department or program need, faculty may hold additional office hours that will be accommodated as "Service" within their workload.

Note:
Teaching performance will be evaluated based on the teaching done by a faculty member. A faculty member who teaches less than twelve (12) credit hours each semester will not be penalized for performing other critical duties needed by the Department, College/School, or University. Normally, these responsibilities will be delineated in and accounted for through reassigned time awards and evaluations and documented in the faculty portfolio management system (e.g. Watermark).

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

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

Content Expertise	• Updating courses taught and staying current in information presented in classes.
Instructional Design	• Involved in curriculum development and maintenance.
Instructional Delivery	• Demonstrates appropriate and effective use of class delivery to achieve course objectives.
	• Receives SRI's that over time reflect student's ratings and comments that are in alignment with department norms. SRI's will be evaluated in a broad context, not based on the numerical score alone because there are many factors that influence SRI scores including but not limited to: teaching a new course or a course for the first time, a shift in pedagogy, and course format (on site, online, or hybrid), class size, response rate, whether a course is upper or lower division, required or elective, etc. All factors will be taken into consideration when evaluating SRI scores. Reviewers will detail the factors that entered into their decision-making process in their respective review letters.
	• Formative peer evaluations may be required by the department.
Instructional Assessment	• Actively participates in effective evaluation of individual students, individual courses, and program, including yearly assessment reports, program review, and, if a program is accredited, accreditation.
Advising	• Faculty are expected to meet with students in ways that meet student needs, by phone, via email, in office, or virtually, a minimum of five hours per week or additional hours as needed and other requirements for advising. This must include clear instruction on how to make appointments. • Uses University wide digital systems for advising. • Faculty office hours must be posted in the syllabus for all courses.

Portfolio Development

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

Excerpt from the latest edition of the *Faculty Employment Handbook*

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

a) *Narrative*
   i. *Is a statement of up to two-pages describing how the faculty member has met expectations for assigned duties/responsibilities;*
   ii. *Presents a reflective self-assessment, highlights accomplishments, and indicates the future plans;*
   iii. *Presents one's best case to disciplinary colleagues and administrative levels of review; and (iv) Indicates in the first paragraph if candidate is seeking promotion to Senior Lecturer or a Multi-Year Contract, as delineated below.*

b) *Annotated Curriculum Vitae (see section II.C.1.b)*

c) *Student Ratings of Instruction per above*

d) *Peer Observations as delineated above*

e) *Other documents as determined by the Department (course syllabi, exams, assignments, assessments, etc., evidence of scholarly activities or service)*

Portfolios will be submitted via Watermark and in accordance with the Procedural Calendar.

Departmental Guidelines for Faculty Evaluation for

Category III Faculty

Category III Departmental Guidelines for Faculty

The following guidelines apply to Category III Faculty and incorporate changes to the latest edition of the *Faculty Employment Handbook*.

Category III 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 Appendix A of this document, and show sustained growth in evaluation areas applicable to the candidate in consideration for reappointment.

Per Handbook specifications, Category III Faculty reappointments are determined based on a combination of department needs, faculty member qualifications, and performance. High performance does not guarantee reappointment.

Accreditation/ Department Standards
Due to the standards of accreditation or department policies, Category III Faculty may be required to engage in student assessment of learning and/or accreditation practices (e.g., clinical assignments, accreditation assessment. This is up to the discretion of the Department and should be explained prior to the start of the contract.

Teaching

The College of Aerospace, Computing, Engineering, and Design values quality teaching with a focus on student learning that supports development of the knowledge and skills necessary to be an effective professional in the field. Successful reappointment, multi-year contract, or promotion 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 a 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.
Effective teachers maintain high academic standards, prepare students for professional work and development, facilitate student achievement, provide audiences for student work, and demonstrate effective pedagogies. Furthermore, this work of faculty should align with MSU Denver's mission and values. The responsibilities of a faculty member include the following:

1) Content Expertise Conveyed with Effective Pedagogies and Praxis: Effective teachers display knowledge of their subject matters in the relevant learning environment (classroom, online, hybrid, field work, etc.) They demonstrate their content expertise and/or relevant experience which typically includes proven skills, competencies, and knowledge in a discipline (s). This extends to the responsibility of integrating scholarly or professional activities as appropriate in teaching.

2) Inclusive Pedagogy: Effective teachers employ teaching practices that recognize and demonstrate structural and situational awareness of equity within and beyond the classroom.

Consideration should be given to teaching practices rooted in empathy and responsiveness to students' lived experiences. Inclusive pedagogy includes teaching practices that prioritize thoughtful and reflexive evidence-based learning approaches to empower student reasoning and critical thinking.

3) Instructional Design: Effective teachers construct frameworks for learning tied to specific disciplinary or interdisciplinary knowledge, experiences, or concepts. They communicate these frameworks through course objectives, syllabi, materials, activities, and experiential learning experiences for instructional delivery. The design should be conducive to equitable learning for all students in alignment with accessibility requirements.

4) Instructional Delivery and Learning Environment: Effective teaching involves the communication of knowledge, experiences, and concepts into a format accessible to students within an inclusive space. Effective instructional delivery ensures that teachers show responsiveness to help students with varying abilities, identities, and lived experiences. They communicate information clearly, use an appropriate variety of learning-centered methods, and approaches, while using university -supported technological tools including the institution's learning management system (e.g. Canvas).

5) Assessment: Effective teaching includes the evaluation of students' understanding, application, and analytical acumen of a subject. They design assessment procedures appropriate to course objectives, ensure fairness in student evaluation and grading, and provide constructive feedback on student work. Furthermore, effective teachers engage in meaningful self-assessment, that goes beyond student ratings of instruction (SRIs) and may include peer review, program review, and student feedback. All sources of feedback for a faculty member's teaching ensure the opportunity for continuous improvement and professional development.

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

In the absence of accreditation or departmental standards, additional criteria for Category III Departmental Guidelines for Faculty can be found in Appendix F.

Content Expertise	• Updating courses taught and staying current in information presented in classes.
Instructional Design	• Involved in curriculum development and maintenance.
Instructional Delivery	• Demonstrates appropriate and effective use of class delivery to achieve course objectives.
	• Receives SRI's that over time reflect student's ratings and comments that are in alignment with department norms. SRI's will be evaluated in a broad context, not based on the numerical score alone because there are many factors that influence SRI scores including but not limited to: teaching a new course or a course for the first time, a shift in pedagogy, and course format (on site, online, or hybrid), class size, response rate, whether a course is upper or lower division, required or elective, etc. All factors will be taken into consideration when evaluating SRI scores. Reviewers will

	detail the factors that entered into their decision-making process in their respective review letters.
Advising	• 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.
	• Uses University wide digital systems for advising.

Criteria for Emeritus Status of Faculty

Criteria for Emeritus Status of Faculty

According to MSU Denver's *Faculty Employment Handbook*, *All faculty who have completed ten years or more of full-time service at the University shall be eligible at the time of their retirement for an emeritus title equivalent to their highest professional rank. Faculty who participates 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. Nominations should be substantiated in terms of length of service, excellence in teaching, and other contributions to the University*.

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 tenured faculty members of the department and by the Dean of The College of Aerospace, Computing, Engineering, and Design, who then will forward the recommendation to the Provost. If the Provost agrees with the nomination, he or she will forward the nomination to the President of the University. If the President concurs, he or she will forward the nomination to the Board of Trustees for final approval.

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

Appendix A - Professional Standards for All Faculty

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

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

2. Adherence to accepted standards of professional conduct.

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

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

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

6. Full-time faculty shall establish, post, and keep a minimum of 4 office hours weekly during each academic term of the regular academic year. The minimum number of office hours is pro-rated based on actual teaching load.

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

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

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

10. Full-time faculty will attend departmental and other faculty meetings with absence only at approval of Department Chair

11. All full-time faculty are required to collect and assess any data needed for ABET accreditation.

Appendix B – Additional Criteria for Retention, Tenure and Promotion to Associate Professor

Faculty shall demonstrate excellence in teaching by meeting the following teaching criteria:

Content Expertise:

- Integrate scholarly activities and knowledge into teaching

Instructional Design:

- Maintain a consistently high-quality classroom environment as demonstrated through course delivery, content and design and the use of multiple pedagogies.
- Include activities and/or assignments that provide a practical application of course material.

Instructional Delivery:

- One way for the faculty to demonstrate excellence in teaching in terms of SRI's is to receive 4 or higher as the SRI median scores for the instructor's "Contribution to the course" in at least 80% of sections and generally positive or neutral student comments. A median score of 4 or higher indicates that at least half of their students view the faculty member as a good, very good, or excellent teacher. Summer courses will be included, but Independent Studies will not. If more than 20% of section median SRI's for the instructor's "Contribution to the course" are below 4, then this must be satisfactorily addressed in the portfolio narrative. In such case, factors such as course difficulty, upper division versus lower division, student motivation (required course versus elective, general studies versus major), online versus on-campus courses, using a new teaching method, student biases, etc. will be used to evaluate the student ratings and evaluations, if provided by the faculty member.
- All CAT I faculty will be observed, at a minimum, once in the first year of their employment as a CAT I faculty member. Beyond this requirement, Departments will delineate in their Departmental Guidelines for CAT I Faculty the number and cycle of Peer Observations required for CAT I faculty.

The following are alternative activities for Computer Sciences faculty that demonstrate excellence in scholarly activities.

- Significant contributions to one or more free and open-source software projects as evidenced by accepted repository updates, documentation, or project management contributions.
- Documented achievements towards the goal of maintaining currency in the fields of Computer Sciences and Computer Science Education, in explicit acknowledgement of the distinctive rapid paces of change and expansion of those fields.
- Published pedagogical investigations and experimentation.
- Receipt of internal grant(s) that add to one's (and/or students') professional development.

Note: a peer-reviewed paper and presentation at a conference count as two separate contributions to scholarly activities.

Faculty shall demonstrate excellence in service by meeting one or more of the following service criteria:

Engage in service activities **in more than one area of the university and community.** Documented use of disciplinary or professional expertise to contribute to the community or profession.

Appendix C – Additional Criteria for Promotion to Professor

Faculty shall demonstrate excellence in teaching by meeting the following teaching criteria: Content Expertise:

- See Appendix B.

Instructional Design:

- See Appendix B.

Instructional Delivery:

- Demonstrate teaching that is meritorious in keeping with Professor status. Portfolio evidence might include one or more of the following: teaching awards; exemplary peer observation; video evidence of impactful teaching practices and/or student testimonials.
- See appendix B.

Faculty shall demonstrate excellence in scholarly activities by meeting the following scholarly activities criteria:

- See Appendix B.

Faculty shall demonstrate excellence in service by meeting the following service criteria:

- See Appendix B.
- Serve in a leadership role in the university or professional organization.
- Mentor new faculty.

Appendix D – Additional Criteria for Post-Tenure Review

Faculty shall demonstrate excellence in teaching by meeting the following teaching criteria: Content Expertise:

- See Appendix B.

Instructional Design:

- See Appendix B.

Instructional Delivery:

- See Appendix B.

Faculty shall demonstrate excellence in scholarly activities by meeting the following scholarly activities criteria:

- See Appendix B.

Faculty shall demonstrate excellence in service by meeting the following service criteria:

- See Appendix B.

Appendix E – Additional Criteria for Category II Faculty

Faculty shall demonstrate excellence in teaching by meeting the following teaching criteria:

Content Expertise:

- Integrate scholarly activities and knowledge into teaching.

Instructional Delivery:

- All CAT II faculty will be observed, at a minimum, once in the first year of their employment as a CAT II faculty member. Beyond this requirement, Departments will delineate in their Departmental Guidelines for CAT II Faculty the number and cycle of Peer Observations required for CAT II faculty.

Instructional Design:

- Maintain a consistently high-quality classroom environment as demonstrated through course delivery, content and design and the use of multiple pedagogies.
- Include activities and/or assignments that provide a practical application of course material.

Appendix F – Additional Criteria for Category III Faculty

No additional criteria

Appendix G – Additional Criteria for Emeritus Status of Faculty

No additional criteria

Appendix H- Approval

The Attached Departmental Guidelines for the

Department of Computer Sciences

College of Aerospace, Computing, Engineering, and Design

Metropolitan State University of Denver

Departmental Guidelines for Faculty Evaluation Approval for the

2024-2025 Academic Year

Approvals	Signature	Date
Chair		
Dean		
Executive VP Academic Affairs		