College of Aerospace, Computing, Engineering, and Design

Departmental Guidelines for Faculty Evaluation

Department of Engineering and Engineering Technology

Academic Year 2025-2026

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College of Aerospace, Computing, Engineering, and Design 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:

1) **Student Success and Completion:** Facilitate student success by creating an educational community in which students flourish.
2) **Diversity and Inclusivity:** We embrace and respect the diversity of individuals and ideas.
3) **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.
4) **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 Engineering and Engineering Technology Mission Statement

To prepare a diverse high-quality workforce that is well versed in the art of applying science and engineering principles to an array of complex problems faced by Colorado's industry.

Departmental Guidelines for Faculty Evaluation for Retention, Tenure, and Promotion to Associate Professor, Promotion to Professor, and 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 the act of creating and maintaining an environment which enhances the opportunities for student learning and discipline-related growth; it includes advising students to facilitate graduation and to transition to post-baccalaureate careers or further educational opportunities.
From the latest edition of the *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 university. Good teachers are scholars, researchers, inventors, scientists, creators, artists, professionals, investigators, practitioners or those with advanced expertise or experience who share knowledge, using appropriate*

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

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

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

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

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

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

5) ***Advising in and Beyond the Classroom:*** *To provide guidance for students as they pursue undergraduate or graduate degrees which includes advising students to facilitate graduation and entry into professional practice. Effective advisors interact with students to provide career guidance and information, degree program guidance and information (e.g., advice on an appropriate schedule to facilitate graduation), and answers to questions relating to a discipline.*

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

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

1. Content Expertise	• Updating courses taught and staying current in information presented in classes.
2. Instructional Design	• Involved in curriculum development and maintenance.
3. Instructional Delivery	• Demonstrates appropriate and effective use of class delivery to achieve course objectives 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.
	• Additional (peer or student) evaluations (including 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 4 hours (or less proportionate with the 12 credit or less teaching load) per week or additional hours as needed and other requirements 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 below 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 below 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 can be found in Appendix B, C, and D.

<u>Category 1 – Scholarly journal publication/book publication/exhibition of creative work in a juried show/receipt of a sizeable competitive grant:</u>

- 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, instructor's 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.*
- Exhibition of creative work(s) in a juried show and/or receipt of an award after being judged by a jury of peers or presentation of creative works in an adjudicated or auditioned performance. Contribution should be noted in the faculty member's narrative or in an annotation in his/her curriculum vita.

- 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. Exceptions: if the faculty member has published or has in publication a scholarly book or textbook, during the review period, no peer reviewed or invited presentations are required. Publication of a paper in a peer reviewed journal or peer reviewed conference proceeding or exhibition of creative work(s) in a juried show or presentation of creative works in an adjudicated or auditioned performance may be substituted in a one-to- one ratio for presentations.

In addition to juried 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.

*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 OneVoice International are examples of such publishers. 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, exhibition, or performance 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.

Glossary

Term	Definition
Scholarly	concerned with academic learning and research.
Juried	having the contents selected for exhibition by a jury.
Vanity press	a printing house that specializes in publishing books for which the authors pay all or most of the costs.
Peer review	evaluation of a person's work or performance by a group of people in the same occupation, profession, or industry.

http://dictionary.reference.com/

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 are expected to engage in service on an ongoing basis throughout their career at Metro though the type and nature of the service may vary. CHHS defines community service as unpaid work done at the local, state, national and/or international level which utilizes the faculty member's skills and expertise to create positive community change and/or that supports our students to achieve their educational and career goals.

From the latest edition of the *Faculty Employment 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.*

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

Additional criteria for Retention, Tenure and Promotion to Associate Professor, 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 and 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 Non-Tenure Track Faculty Eligible for Reappointment, Multi-Year Contract, or Promotion to Senior Lecturer

Departmental Guidelines for Faculty Evaluation for Non-Tenure Track Faculty Eligible 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 Employment Handbook*.

Non-Tenure Track 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 faculty in terms of evaluating his/her performance as part of the big picture of the work and accomplishments of effective teaching. If applicable, Non-Tenure Track 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 the act of creating and maintaining an environment which enhances the opportunities for student learning and discipline-related growth; it includes advising students to facilitate graduation and to transition to post-baccalaureate careers or further educational opportunities.
From the latest edition of the *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 university. Good teachers are scholars, researchers, inventors, scientists, creators, artists, professionals, investigators, practitioners or those with advanced expertise or experience who share knowledge, using appropriate methodologies, and who demonstrate and encourage enthusiasm about the subject matter in such a way as to leave the student with a lasting and vivid conviction of having benefited from that interaction.*

Effective teachers typically maintain high academic standards, prepare students for professional work and development, facilitate student achievement, and provide audiences for student work. Some might add that the best teaching transmits specific skills or enhances talents that students possess, while others would note that good teaching develops habits of mind or provides models of scholarly, scientific, artistic or professional behavior and inquiry much more important than particular information.

Faculty typically aspire to a number of other civic purposes in the classroom that may also include encouraging their students to long for the truth, to aspire to achievement, to emulate heroes, to become just, or to do good, for example. At the instructional level, the most important responsibilities of a teacher to his/her students are the following:

1) ***Content Expertise:*** *To demonstrate knowledge and/or relevant experience. Effective teachers display knowledge of their subject matters in the relevant learning environment (classroom, on-line, hybrid, field work, etc.), which typically includes the skills, competencies, and knowledge in a specific subject area in which the faculty member has received advanced experience, training, or education.*
2) ***Instructional Design****: To re-order and re-organize this knowledge/experience for student learning. Effective teachers design course objectives, syllabi, materials, activities, and experiences that are conducive to learning.*
3) ***Instructional Delivery:*** *To communicate and "translate" this knowledge/experience into a format accessible to students. Effective teachers communicate information clearly, create environments conducive to learning, and use an appropriate variety of teaching methods.*
4) ***Instructional Assessment:*** *To evaluate the mastery and other accomplishments of students. Effective teachers design assessment procedures appropriate to course objectives, ensure fairness in student evaluation and grading, and provide constructive feedback on student work.*
5) ***Advising in and Beyond the Classroom:*** *To provide guidance for students as they pursue undergraduate or graduate degrees which includes advising students to facilitate graduation and entry into professional practice. Effective advisors interact with students to provide career guidance and information, degree program guidance and information (e.g., advice on an appropriate schedule to facilitate graduation), and answers to questions relating to a discipline.*

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

Additional criteria for Non-Tenure Track 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.
	• Additional (peer or student) evaluations (including formative peer evaluations) may be required by the department. • All NTT faculty will be observed, at a minimum, once in the first year of their employment as an NTT faculty member. Beyond this requirement, Departments will delineate in their Departmental Guidelines for NTT Faculty the number and cycle of Peer Observations required for NTT faculty.
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 4 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 documenting and advising. • Faculty office hours must be posted in the syllabus for all courses.

Reduced Teaching Load Agreements

Additional criteria for Non-Tenure Track 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*:

> *In those cases where Non-Tenure Track faculty have reduced teaching-load agreements that specify duties in Scholarly Activities or Service (see section II.C.3.b.-c. for definitions and conditions of Scholarly Activities and Service), evaluations should encompass work in those areas of performance.*

Portfolio Development

Additional criteria for Non-Tenure Track 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 Non-Tenure Track faculty member who wishes to be reappointed 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 plans for the future.*
> 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.(3) for definition of "Annotated Curriculum Vitae")*
>
> 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 using the same tool or format as Non-Tenure Track faculty and in accordance with the Academic Calendar.

Departmental Guidelines for Faculty Evaluation for Adjunct Faculty

Departmental Guidelines for Faculty Evaluation for Adjunct Faculty

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

Adjunct 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, Adjunct 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, Adjunct 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 the act of creating and maintaining an environment which enhances the opportunities for student learning and discipline-related growth; it includes advising students to facilitate graduation and to transition to post-baccalaureate careers or further educational opportunities.
From the latest edition of the *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 university. Good teachers are scholars, researchers, inventors, scientists, creators, artists, professionals, investigators, practitioners or those with advanced expertise or experience who share knowledge, using appropriate* ***methodologies, and who***

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

Effective teachers typically maintain high academic standards, prepare students for professional work and development, facilitate student achievement, and provide audiences for student work. Some might add that the best teaching transmits specific skills or enhances talents that students possess, while others would note that good teaching develops habits of mind or provides models of scholarly, scientific, artistic or professional behavior and inquiry much more important than particular information.

Faculty typically aspire to a number of other civic purposes in the classroom that may also include encouraging their students to long for the truth, to aspire to achievement, to emulate heroes, to become just, or to do good, for example. At the instructional level, the most important responsibilities of a teacher to his/her students are the following:

1) ***Content Expertise:*** *To demonstrate knowledge and/or relevant experience. Effective teachers display knowledge of their subject matters in the relevant learning environment (classroom, on-line, hybrid, field work, etc.), which typically includes the skills, competencies, and knowledge in a specific subject area in which the faculty member has received advanced experience, training, or education.*
2) ***Instructional Delivery:*** *To communicate and "translate" this knowledge/experience into a format accessible to students. Effective teachers communicate information clearly, create environments conducive to learning, and use an appropriate variety of teaching methods.*
3) ***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 IN TEACHING BY MEETING THE FOLLOWING TEACHING CRITERIA:

In the absence of accreditation or departmental standards, additional criteria for Adjunct 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.
	• Formative peer evaluations may be required by the department. • Departments will specify in the Adjunct Faculty Departmental Guidelines the protocols to follow Peer Observations of Adjunct Faculty. A written record of observations, the format of which will be determined by the Department, should be kept on file in the Department.
	• 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 documenting and advising.

Criteria for Emeritus Status of Faculty

Criteria for Emeritus Status of Faculty

According to MSU Denver's *Faculty Employment Handbook (p24), All faculty who have completed ten years or more of full-time service at the University shall be eligible at the time of their retirement for an emeritus title equivalent to their highest professional rank. Faculty who participate in the transitional retirement program or who continue to teach full-time at the University after retirement are considered to be members of the faculty and therefore are not 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 latest Handbook (in accordance with the academic and procedural calendars).

2. Adherence to accepted standards of professional conduct.

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

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

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

6. Faculty shall establish, post, and keep a minimum of 4 office hours weekly during each academic term of the regular academic year. Based on the latest FEH, faculty teaching twelve (12) credit hours in a semester should have a minimum of four (4) office hours per week.

7. In addition to their teaching load, faculty members shall prepare for classes, evaluate students' performance, confer with and advise students, and participate in committee work, professional development, service and other appropriate professional activities as designated in the contract or by the department.

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

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

10. Attends departmental and other faculty meetings with absence only at approval of Department Chair.

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

Optional: The following criteria can be substituted with other activities if approved by the department chair.

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

- Actively participate in the achieving/maintaining of the ABET program accreditation by providing assessment data for the required courses. This includes a completed course report and electronic copies of representative course materials and scanned electronic copies of relevant student work.
- Be involved with the laboratory component of the courses as applicable.

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

- No additional criteria

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

- No additional criteria

Appendix C: Additional Criteria For Promotion to Professor

Optional: The following criteria can be substituted with other activities if approved by the department chair.

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

- Actively participate in the achieving/maintaining of the ABET program accreditation by providing assessment data for the required courses. This includes a completed course report and electronic copies of representative course materials and scanned electronic copies of relevant student work.
- Be involved with the laboratory component of the courses as applicable.

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

- No additional criteria

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

- No additional criteria

Appendix D: Additional Criteria for Post-Tenure Review

Optional: The following criteria can be substituted with other activities if approved by the department chair.

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

- Actively participate in the achieving/maintaining of the ABET program accreditation by providing assessment data for the required courses. This includes a completed course report and electronic copies of representative course materials and scanned electronic copies of relevant student work.
- Be involved with the laboratory component of the courses as applicable.

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

- No additional criteria

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

- No additional criteria

Appendix E: Additional Criteria Non-Tenure Track Faculty

No additional criteria

Appendix F: Additional Criteria for Adjunct Faculty

No additional criteria

Appendix G: Additional Criteria for Emeritus Status of Faculty

No additional criteria

Appendix H: Approval