The Attached Departmental
Faculty Evaluation Guidelines for the
Department of
Mathematics and Statistics
at
The Metropolitan State University of Denver
are submitted for approval for the period

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Approvals:

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Faculty Evaluation Guidelines

Mathematics and Statistics Department

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About Faculty Evaluation

At MSU Denver, we evaluate faculty in order to make informed summative decisions pertaining to reappointment, tenure, and promotion, **and** we evaluate faculty in order to provide constructive, accurate, and helpful feedback for purposes of improvement. In addition to enabling support and guidance from the University, the evaluation process can also provide the occasion for both meaningful peer-feedback and self-assessment/self-renewal.

Tenure track faculty members are evaluated in three (3) areas of performance: teaching, scholarly activity, and service.

These departmental guidelines are split into seven sections:

- For tenure track faculty: guidelines for achieving tenure and promotion to Associate Professor, for Promotion to Professor, for Post-tenure Review, and for Recommendation of Emeritus Status.
- For non-tenure track faculty: guidelines for re-appointment and guidelines for promotion to senior lecturer.
- For Adjunct faculty: guidelines for re-appointment.

Basic Ratings Definitions

In establishing the standards for the criteria listed below, the Department of Mathematics and Statistics stipulates that a faculty member's rating should be based on the overall contribution in each criterion. In accordance with the Handbook, the following ratings will be applied: Meets Standards and Needs Improvement.

Mission Statement

The mission of the Department of Mathematics and Statistics is available on the Department website: https://www.msudenver.edu/math/

Areas Of Performance:

Teaching

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

Fundamental Instructional Responsibilities:

Effective teachers maintain high academic standards, prepare students for professional work and development, facilitate student achievement, and provide audiences for student work.

At the instructional level, the most important responsibilities of a teacher to his/her students include the following:

1) **Content Expertise** - to demonstrate knowledge and/or relevant experience: Effective teachers display knowledge of their subject matters in the relevant learning environment (classroom, online, hybrid, field work, etc.), which typically includes the skills, competencies, and knowledge in a specific subject area in which the faculty member has received advanced experience, training, or education.
2) **Instructional Design** - to re-order and re-organize this knowledge/experience for student learning: Effective teachers design course objectives, syllabi, materials, activities, and experiences for in-person and online delivery that are conducive to learning for all students in alignment with accessibility requirements.
3) **Instructional Delivery** - to communicate and "translate" this knowledge/ experience into a format accessible to students: Effective teachers communicate information clearly, create environments conducive to learning, use an appropriate variety of teaching methods, and use university-supported technological tools including the institutional learning management system to facilitate in-person and online learning.
4) **Instructional Assessment** - to evaluate the mastery and other accomplishments of students: Effective teachers design assessment procedures appropriate to course objectives, ensure fairness in student evaluation and grading, and provide constructive feedback on student work.
5) **Advising in and Beyond the Classroom** - to provide guidance for students as they pursue undergraduate and post-baccalaureate education and/or employment: Effective advisors interact with students to provide career guidance and information, degree program guidance and information (e.g., advice on an appropriate schedule to facilitate graduation), and answers to questions relating to a discipline. Normally, Category I faculty are expected to maintain a minimum number of office hours, as mandated by the faculty employment handbook.
   NOTE: Teaching performance will be evaluated based on the teaching done by a faculty member. Tenure-track faculty who teach fewer than twelve (12) credit hours each semester and non-tenure track faculty who teach fewer than fifteen (15) 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 for tenure-track faculty, or reduced workloads for non-tenure track faculty, and evaluations and documented in the portfolio.

Examples of Meets Standards in Fundamental Instructional Responsibilities (1)-(5)

The Department of Mathematics and Statistics recognizes that there will be substantial overlap in effective teaching methods among the following five categories, and the portfolio narrative may combine discussion in a holistic manner.

1) **Content Expertise:**
   - Course materials reflect the discipline's current knowledge and practices.
   - Develop a new course that contributes significantly to the department's overall goals and mission.
   - Develop new or supplementary material for a course beyond textbook.
   - Restructure a course and revise official Department syllabi. Share personal research expertise where appropriate
   - Introduce topical course materials obtained or developed from attendance at professional meetings.
2) **Instructional Design:**
   - Effective design of course objectives, syllabi, materials, activities.
   - Expectations for student learning and performance are clearly communicated to students.
   - Integrate appropriate technology into course design.
   - Teach a wide variety of courses.
3) **Instructional Delivery:**
   - Use effective pedagogies in the class to meet needs of diverse learning styles.
   - Integrate technology into course delivery.
   - Use teaching methods that actively engage students in the learning process.
4) **Instructional Assessment:**
   - Assessments are closely aligned with course student learning objectives.
   - Student materials must be evaluated and returned in a timely fashion.
   - Students are informed of their standing in the course in sufficient time to make decisions about their learning and academic choices (seek tutoring, select W, etc.).
   - Grade written work, rough drafts, course projects, homework, and/or quizzes with appropriate student feedback.
   - Ensure that students are aware of assessment methodology and process.
   - Conduct sessions outside of class that enhance students' knowledge of their progress.
   - Develop multiple types of assessments to meet needs of diverse learning styles.
   - Assessments are current and updated appropriately.
5) **Advising:**
   - Advise students accurately in curriculum matters and degree programs.
   - Advise students on career options.
   - Provide supporting documentation or letters to assist students in obtaining employment or graduate school placement when appropriate.
   - Work with students in discipline-related activities, such as student organizations, conferences, and competitions (e.g., Putnam and Modeling contests).
   - Supervise an IDP, independent study or internship.
   - Keep an advising log to document activities.
   - Participate in Department and MSU Denver Advising activities (Majors Fair, MSU Denver Open House, etc.)
   - Provide other advising information important to students regarding a discipline, department, college, or the University

Scholarly Activity

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.

Indicators of strong Scholarly Activity include but are not limited to the following:

1) published peer-reviewed articles
2) unpublished scholarly activity, shared with members of the learned and professional communities
3) strong grant proposals, submitted and peer-reviewed (this includes both funded and unfunded grants)
4) conference presentations or invited addresses to members of the learned and professional communities, pending available university funding
5) significant work supervising undergraduate research in the discipline that has been shared with members of the learned and professional communities
6) software products, shared with members of the learned and professional communities
7) publication of books of scholarly value in the discipline
8) strong body of workshop or conference activities, pending available university funding, resulting in products shared with members of the learned and professional communities
9) verifiable, significant, independent study of a discipline-related subject outside one's established expertise

The next activities are considered by the Department of Mathematics and Statistics as indicators of Scholarly Activity OR indicators of Service, but not both:

10) reviews of scholarly articles and textbooks
11) presentations to mathematics or statistics clubs
12) participations on panel discussions
13) organizing special sessions at conferences
14) earning or renewing professional licenses or certifications

15) successful completion of professional exams
16) editing work for a scholarly journal or publication
17) serving as a referee for a scholarly journal or publication.

It is understood that the accomplishments would have discipline-specific scholarly value as defined above. Probationary faculty should carefully annotate their CVs to clarify their scholarly activity contribution in addition to discussing it appropriately in their portfolio narratives.

Service

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.

For the Department of Mathematics and Statistics, service evaluations will be based upon the time involved, the complexity and importance of the project or activity, the leadership provided, and the intensity of the efforts. We assert and affirm that service expectations are explicitly not tied to "hours spent" or other direct time measurements, as effort is more complex than merely hours invested, and as such hours may not accurately reflect effort invested.

Some examples of Service include but are not limited to the following:

1) Committee participation
2) Committee leadership,
3) Program or department service contributions,
4) Board participation
5) Unpaid public service to community and/or professional organizations while representing MSU Denver or using disciplinary expertise,
6) Contributions to disciplinary associations
7) Providing a service role with student organizations or activities
8) Other

Evaluation Guidelines for Tenure & Promotion to Associate Professor

General Statement on Achieving Tenure

The Mathematics and Statistics faculty will recommend tenure for those tenure track faculty who perform at a high level and show a willingness to become contributing members of the Department throughout their careers. The tenure track faculty need to demonstrate their performance and dedication in the areas of teaching, scholarly activity, and service. The evaluation process looks at personal commitment and success of efforts made in each of these areas, and at the overall performance.

The Department of Mathematics and Statistics recognizes an overall performance at the Meets Standards level as sufficient for tenure.
Moreover, Meets Standards ratings in all three categories are sufficient for an overall Meets Standards rating.

Faculty with differentiated percentages for effort will have modified expectations that reflect those percentages, written and included in the review letter from the department chair.

Teaching

There are three basic portfolio requirements for evaluation of Teaching for the Department of Mathematics and Statistics.

A. Fundamental Instructional Responsibilities. The tenure candidate's portfolio should provide evidence of a high-quality teaching performance, drawing from the aspects (1)– (5) listed in the Areas of Performance section. The sources of data would normally include the Narrative, annotated curriculum vitae, additional materials for review (in the 3rd and 6th years), Teaching Observations, and SRI's (see items B. & C. below), and previous review letters.
B. SRIs: All portfolios shall include student ratings of instruction for all classes assigned using the approved "Student Ratings of Instruction" (SRI) form, as mandated by the faculty employment handbook.
C. Department Teaching Observations: The Department of Mathematics and Statistics considers Teaching Observations by tenured departmental faculty to be a valuable tool in the tenure process. As with Faculty Evaluation in general, we carry out Teaching Observations to make informed decisions pertaining to reappointment and tenure, and to provide constructive, accurate, and helpful feedback for purposes of improvement.

   Probationary faculty members are required to have Teaching Observations by tenured departmental faculty, ideally within their own program, during the first two years of their probationary period. There must be one observation during each of the first four regular semesters, and one Observation by the department chair during each of their first two years. Candidates may request additional Teaching Observations as desired. The written record of these Observations must go into Portfolio in the form of additional material(s). Probationary faculty members have the responsibility of inviting a tenured faculty member of their choice each semester for a Teaching Observation, and the Chair has the responsibility of ensuring that a Teaching Observation takes place. If Teaching Observations do not take place, then the candidate and chair should make appropriate plans for future Teaching Observations and they should comment appropriately in their portfolio and review letter, respectively.

   Departmental Teaching Observers will write a description of what they have observed along with qualitative evaluative commentary. Pre and post meetings should be carried out before the report

is written, and the observation should be at least 50 minutes long. As part of the Third Year Review, the Department Chair, in consultation with the Departmental RTP committee, may require additional departmental Teaching Observations in years 3-5.

The Meets Standards Rating in Teaching

The Teaching rating will be judged as a holistic weighted average of the candidate's performance on requirements A-C described above. The following are indicators of a Meets Standards performance.

A. Fundamental Instructional Responsibilities. The tenure candidate's portfolio should provide evidence of a high-quality teaching performance in items (1)-(5) content expertise, instructional design, instructional delivery, instructional assessment and advising.
B. SRI's. At least 80% of section SRI median scores for the instructor's "Contribution to the course" should be 4 or higher, and student comments should be generally positive or neutral. 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 and Independent Studies courses are not included. If more than 20% of section median SRIs 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, low SRI return rates, etc. will be used to evaluate the student ratings and evaluations, if provided by the faculty member.
C. Department Teaching Observations: Overall satisfactory results from the departmental teaching observations, where the progression of observations over time is a consideration.

The Needs Improvement Rating in Teaching

The Teaching rating will be judged as a holistic weighted average of the candidate's performance on requirements A-C described above. The following are indicators of a Needs Improvement performance.

A. The tenure candidate's portfolio does not provide sufficient evidence of a high-quality teaching performance in items (1)-(5) described above: content expertise, instructional design, instructional delivery, instructional assessment and advising.
B. SRI's. More than 20% of section SRI median scores for the instructor's "Contribution to the course" are below 4, with negative student comments, and this has not been satisfactorily addressed in the portfolio narrative. 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.
C. Departmental Teaching Observations are not satisfactory.

Scholarly Activity

The Meets Standards Rating in Scholarly Activity

The Department of Mathematics and Statistics understands scholarship in the broadest sense of the word and supports diverse professional development activities for faculty. We include in this category all our activities as we think, learn, write, and speak about our discipline and its pedagogy.

Our scholarship may have many audiences including our students (other than in the context of expected classroom teaching), the department, fellow scholars, mathematicians and statisticians, and the public at large.

The Mathematics and Statistics faculty recognize that a satisfactory level of Scholarly Activity can be accomplished in many ways.

Strong Scholarly Activity include but are not limited to the following:

1) published a peer-reviewed article,
2) obtained a peer-reviewed grant,
3) strong but unpublished scholarly activity, shared with members of the learned and professional communities,
4) a strong grant proposal, submitted and peer-reviewed but not funded,
5) conference presentation or invited address to members of the learned and professional communities, pending available university funding,
6) supervision of undergraduate research in the discipline that has been shared with members of the learned and professional communities,
7) software development, shared with members of the learned and professional communities,
8) publication of a scholarly book in the discipline,
9) workshop or conference activity, pending available university funding, resulting in material shared with members of the learned and professional communities,
10) verifiable, significant, independent study of a discipline-related subject outside one's established expertise.

The next activities are considered by the Department of Mathematics and Statistics as indicators of Scholarly Activity OR indicators of Service, but not both:

11) reviews of scholarly articles and textbooks
12) presentations to mathematics or statistics clubs
13) participations on panel discussions
14) organizing special sessions at conferences
15) earning or renewing professional licenses or certifications
16) successful completion of professional exams
17) editing work for a scholarly journal or publication
18) serving as a referee for a scholarly journal or publication

It is understood that the accomplishments would have discipline-specific scholarly value as defined above. Probationary faculty should carefully annotate their CVs to clarify their scholarly activity contribution in addition to discussing it appropriately in their portfolio narratives.

Examples of Meets Standards in Scholarly Activities:

An example of sufficient Scholarly Activity to obtain the Meets Standards rating would be a cumulative record during the probationary period[1] that includes:

1) publishing one peer-reviewed paper or obtaining a peer-reviewed grant, and
2) making at least three conference presentations.

To meet standards in the area of Scholarly Activity, during the review period the tenure candidate must complete at least two items from categories 1-10 and at least two additional items from categories 1-18. (Note: Multiple items can come from the same category; e.g., two published articles would count as two separate items.)

The Needs Improvement Rating in Scholarly Activity

The tenure candidate's portfolio does not provide sufficient evidence of Scholarly Activity at a level consistent with the indicators discussed for the Meets Standards rating.

Service

The Meets Standards Rating in Service

Tenure candidates should make substantive contributions in their service. A successful service record needs to provide convincing evidence that the candidate is capable of, and interested in, providing significant service after tenure.

Service can be generally fit into five categories: to the Department, College, University, Community and Profession. The service record for a tenure candidate in the Department of Mathematics and Statistics must include work in the department and at least one other category.

There are many ways to provide service, and the Mathematics and Statistics faculty do not wish to be overly prescriptive on the types of service undertaken. There are no specific requirements on service outside the university.

Examples of Meets Standards in Service Activities:

[1] The Department defines the probationary period broadly where scholarly activity is concerned. For example, if some research and writing on an article are done before the probationary period begins but the article is finished and submitted during the probationary period, then the article is considered as a contribution to scholarly activity during the probationary period.

To clarify how much service activity is expected of tenure candidates, we now offer an example of a sufficient record of Service to obtain the Meets Standards rating. A satisfactory cumulative record during the probationary period could be one that includes the following activities over the probationary period:

1) Active membership on two departmental committees with moderate activity during the first two years of the probationary period.
2) Active membership on two departmental committees with significant activity,
3) Chairing a departmental committee for at least one year with moderate activity, or equivalent leadership in other service activities, **and**
4) An active multiyear term on
   a) a College committee, **or**
   b) on the Faculty Senate with subcommittee service, **or**
   c) providing equivalent service to the community or a professional organization.

The Mathematics and Statistics faculty recognize that a satisfactory level of Service can be accomplished in many ways. The profile described above is only one example**,** which is given as a yardstick to measure against for probationary faculty (and evaluators), not as a definitive path that must be taken.

The terms "significant" and "moderate" are difficult to define precisely and any activity will need some interpretation in terms of its intensity, complexity, and importance. Nevertheless, to illustrate meaning, here are two examples:

- Active membership on a typical hiring committee would generally be deemed a significant activity.
- Active membership on a course committee where the official syllabus and textbook are reviewed and changed appropriately would be deemed a moderate activity.

Probationary faculty should carefully annotate their CVs to clarify their service contribution in addition to discussing service appropriately in their portfolio narratives.

The Needs Improvement Rating in Service

The tenure candidate's portfolio does not provide sufficient evidence of Service at a level consistent with the Meets Standards rating.

Evaluation Guidelines for Promotion to Professor

General Statement on Promotion to Professor

The Mathematics and Statistics faculty will recommend promotion to Professor for those faculty who perform at a high level in the areas of teaching, scholarly activity, and service. The evaluation process looks at personal commitment and success of efforts made in each of these areas, and at the overall performance.

Faculty with differentiated percentages for effort will have modified expectations that reflect those percentages, written and included in the review letter from the department chair.

Teaching

The Meets Standards Rating in Teaching

The Teaching rating will be judged as a holistic weighted average of the candidate's performance on requirements A-B described above. The following are indicators of a Meets Standards performance.

A. Fundamental Instructional Responsibilities. The promotion candidate's portfolio should provide evidence of a high-quality teaching performance in items (1)-(5): content expertise, instructional design, instructional delivery, instructional assessment and advising. Examples of effective teaching for aspects (1)-(5) are given in the Areas of Performance section.
B. SRI's. From the time of tenure, at least 80% of section SRI median scores for the instructor's "Contribution to the course" should be 4 or higher, and student comments should be generally positive or neutral. 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 SRIs 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, low SRI return rates, etc. will be used to evaluate the student ratings and evaluations, if provided by the faculty member.

The Needs Improvement Rating in Teaching

The Teaching rating will be judged as a holistic weighted average of the candidate's performance on requirements A-B described above. The following are indicators of a Needs Improvement performance.

A. Fundamental Instructional Responsibilities. The promotion candidate's portfolio does not provide sufficient evidence of a high-quality teaching performance in items (1)-(5): content expertise, instructional design, instructional delivery, instructional assessment and advising.
B. SRI's. From the time of tenure, more than 20% of section SRI median scores for the instructor's "Contribution to the course" are below 4, with negative student comments, and this has not been satisfactorily addressed in the portfolio narrative. 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.

Scholarly Activity

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.

The Meets Standards Rating in Scholarly Activity

The Department of Mathematics and Statistics understands scholarship in the broadest sense of the word and supports diverse professional development activities for faculty. We include in this category all our activities as we think, learn, write, and speak about our discipline and its pedagogy. Our scholarship may have many audiences including our students (other than in the context of expected classroom teaching), the department, fellow scholars, mathematicians and computer scientists, and the public at large.

The Mathematics and Statistics faculty recognize that a satisfactory level of Scholarly Activity can be accomplished in many ways.

Promotion candidates must make significant contributions in their Scholarly Activity.

Scholarly Activity includes but are not limited to the following:

1) published a peer-reviewed article,
2) obtained a peer-reviewed grant,
3) strong but unpublished scholarly activity, shared with members of the learned and professional communities,
4) a strong grant proposal, submitted and peer-reviewed but not funded,
5) conference presentation or invited address to members of the learned and professional communities, pending available university funding,
6) supervision of undergraduate research in the discipline that has been shared with members of the learned and professional communities,
7) software development, shared with members of the learned and professional communities,
8) publication of a scholarly book in the discipline,
9) workshop or conference activity, pending available university funding, resulting in material shared with members of the learned and professional communities,

The next activities are considered by the Department of Mathematics and Statistics as indicators of Scholarly Activity OR indicators of Service, but not both:

10) review of a scholarly article or textbook,
11) mathematics or statistics club presentation,
12) participation on a panel discussion,
13) organization of a special session at a conference,
14) earning or renewing a professional license or certification,
15) successful completion of a professional exam,

16) verifiable, significant, independent study of a discipline-related subject outside one's established expertise,
17) editing work for a scholarly journal or publication,
18) serving as a referee for a scholarly journal or publication.

It is understood that the accomplishments would have discipline-specific scholarly value as defined above. Faculty should carefully annotate their CVs to clarify their scholarly activity contribution in addition to discussing scholarly activity appropriately in their portfolio narratives.

To meet standards in the area of Scholarly Activity, during the review period the promotion candidate must complete at least two items from categories 1-9 and at least one additional items from categories 1-18. (Note: Multiple items can come from the same category; e.g., two published articles would count as two separate items.)

The Needs Improvement Rating in Scholarly Activity

The promotion candidate's portfolio does not provide sufficient evidence of Scholarly Activity at a level consistent with the indicators discussed for the Meets Standards rating.

Service

The Meets Standards Rating in Service

Promotion candidates must make significant contributions in their service. Service can be generally fit into five categories: to the Department, College, University, Community and Profession.

There are many ways to provide service, and the Mathematics and Statistics faculty do not wish to be overly prescriptive on the types of service undertaken. There are no specific requirements on service outside the university.

Faculty should carefully annotate their CVs to clarify their service contribution in addition to discussing service appropriately in their portfolio narratives.

The Needs Improvement Rating in Service

The promotion candidate's portfolio does not provide sufficient evidence of Service at a level consistent with the Meets Standards rating.

Evaluation Guidelines for Post Tenure Review (PTR)

General Statement on Post Tenure Review

Post Tenure Review affords faculty members and their supervisors with periodic opportunities to assess the faculty member's performance and shall be conducted for two primary reasons:

- to offer tangible recognition to those faculty members who have demonstrated high or improved performance, and

- to assist tenured faculty members to improve performance if necessary, by providing formative feedback.

Faculty with differentiated percentages for effort will have modified expectations that reflect those percentages, written and included in the review letter from the department chair.

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.

There are two basic portfolio requirements for evaluation of Teaching for the Department of Mathematics and Statistics.

> A. Fundamental Instructional Responsibilities. The PTR faculty member's portfolio should provide evidence of a high-quality teaching performance, drawing from the aspects (1)– (5). The sources of data would normally include the Narrative, annotated curriculum vitae, SRI's, Letters of Review from the most recent comprehensive evaluation, e.g., tenure, promotion, or post tenure review, and Reassigned Time Reports and Evaluations.
>
> B. SRI's: All portfolios shall include student ratings of instruction for all classes assigned using the approved "Student Ratings of Instruction" (SRI) form, as mandated by the faculty employment handbook.

The Meets Standards Rating in Teaching

The Teaching rating will be judged as a holistic weighted average of the faculty member's performance on requirements A & B described above. The following are indicators of a Meets Standards performance.

A. Fundamental Instructional Responsibilities. The PTR faculty member's portfolio should provide evidence of a high-quality teaching performance in items (1)-(5): content expertise, instructional design, instructional delivery, instructional assessment, and advising.
B. SRI's. During the post-tenure review period, at least 80% of section SRI median scores for the instructor's "Contribution to the course" should be 4 or higher, and student comments should be generally positive or neutral. 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 SRIs 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.

The Needs Improvement Rating in Teaching

The Teaching rating will be judged as a holistic weighted average of the faculty member's performance on requirements A & B described above. The following are indicators of a Needs Improvement performance.

A. Fundamental Instructional Responsibilities. The PTR faculty member's portfolio does not provide sufficient evidence of a high-quality teaching performance in items (1)-(5): content expertise, instructional design, instructional delivery, instructional assessment, and advising.
B. SRI's. During the post-tenure review period, more than 20% of section SRI median scores for the instructor's "Contribution to the course" are below 4, with negative student comments, and this has not been satisfactorily addressed in the portfolio narrative. 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.

Scholarly Activity

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.

The Meets Standards Rating in Scholarly Activity

The Department of Mathematics and Statistics understands scholarship in the broadest sense of the word and supports diverse professional development activities for faculty. We include in this category all our activities as we think, learn, write, and speak about our discipline and its pedagogy. Our scholarship may have many audiences including our students (other than in the context of expected classroom teaching), the department, fellow scholars, mathematicians and statisticians, and the public at large.

The Mathematics and Statistics faculty recognize that a satisfactory level of Scholarly Activity can be accomplished in many ways.

Scholarly Activity includes but are not limited to the following:

1) published a peer-reviewed article,
2) obtained a peer-reviewed grant,
3) strong but unpublished scholarly activity, shared with members of the learned and professional communities,

4) a strong grant proposal, submitted and peer-reviewed but not funded,
5) conference presentation or invited address to members of the learned and professional communities, pending available university funding,
6) supervision of undergraduate research in the discipline that has been shared with members of the learned and professional communities,
7) software development, shared with members of the learned and professional communities,
8) publication of a scholarly book in the discipline,
9) workshop or conference activity, pending available university funding, resulting in material shared with members of the learned and professional communities,

The next activities are considered by the Department of Mathematics and Statistics as indicators of Scholarly Activity OR indicators of Service, but not both:

10) review of a scholarly article or textbook,
11) mathematics or statistics club presentation,
12) participation on a panel discussion,
13) organization of a special session at a conference,
14) earning or renewing a professional license or certification,
15) successful completion of a professional exam,
16) verifiable, significant, independent study of a discipline-related subject outside one's established expertise,
17) editing work for a scholarly journal or publication,
18) serving as a referee for a scholarly journal or publication.

It is understood that the accomplishments would have discipline-specific scholarly value as defined above. Faculty should carefully annotate their CVs to clarify their scholarly activity contribution in addition to discussing scholarly activity appropriately in their portfolio narratives.

To meet standards in the area of Scholarly Activity, during the review period the PTR faculty must complete at least two items from categories 1-18. (Note: Multiple items can come from the same category; e.g., two published articles would count as two separate items.)

The Needs Improvement Rating in Scholarly Activity

The PTR faculty member's portfolio does not provide sufficient evidence of Scholarly Activity at a level consistent with the indicators discussed for the Meets Standards rating.

Service

The Meets Standards Rating in Service

Tenured faculty members should make substantive contributions in their service. Service can be generally fit into five categories: to the Department, College, University, Community and Profession.

There are many ways to provide service, and the Mathematics and Statistics faculty do not wish to be overly prescriptive on the types of service undertaken. There are no specific requirements on service outside the university.

For the Department of Mathematics and Statistics, service evaluations will be based upon the time involved, the complexity and importance of the project or activity, the leadership provided, and the intensity of the efforts. We assert and affirm that service expectations are explicitly not tied to "hours spent" or other direct time measurements, as effort is more complex than merely hours invested, and as such hours may not accurately reflect effort invested.

Faculty should carefully annotate their CVs to clarify their service contribution in addition to discussing service appropriately in their portfolio narratives.

The Needs Improvement Rating in Service

The PTR faculty member's portfolio does not provide sufficient evidence of Service at a level consistent with the Meets Standards rating.

Evaluation Guidelines for Emeritus Status

The department will consider recommending emeritus status for a retiring faculty member who:

- Has completed ten years or more of full-time service to the University;
- Has been nominated by a faculty member of the department;
- And has a distinguished record of serving the students and the University as exemplified by one or more of excellence in teaching, scholarly contributions, length of time as a member of the university community, and service to the department, College, University, and academic community.

Nominations for emeritus status must be approved by a majority vote of the tenured faculty.

Evaluation & Re-appointment Guidelines for Non-Tenure Track Faculty

General Statement

Non-tenure track faculty serve as contingent faculty, appointed for defined terms. Non-tenure track faculty reappointments are determined based on a combination of department needs and faculty member qualifications and performance. Subject to need, the Mathematics and Statistics Department will recommend for re-appointment those non-tenure track faculty who perform at a high level in the area of teaching. The evaluation process looks at personal commitment and success of efforts made, and at the overall performance. Faculty with differentiated percentages for effort will have modified expectations that reflect those percentages, written and included in the review letter from the department chair.

There are three different types of non-tenure track appointments:

1. One year temporary appointments, where there is no intended extension of the appointment beyond one year,
2. One year ongoing appointments, where there is the intention of the appointment being extended beyond the current year
3. Multi-year ongoing appointments, where the appointment contract is for more than one year.

Criteria for evaluation only apply to those in ongoing positions 2. and 3.

Teaching

Teaching is the act of creating and maintaining an environment that enhances the opportunities for student learning and discipline-related growth; it may include advising students to facilitate graduation and to transition to post baccalaureate careers or further educational opportunities.

There are three basic portfolio requirements for evaluation of ongoing non-tenure track faculty:

A. Fundamental Instructional Responsibilities. The non-tenure track faculty member's portfolio should provide evidence of a high-quality teaching performance, drawing from the aspects (1)–(5). The sources of data would normally include the Narrative, annotated curriculum vitae, SRI's, Letters of Review from the most recent comprehensive evaluation, e.g., Reassigned Time Reports and Evaluations.
B. SRI's: All portfolios shall include student ratings of instruction for all classes assigned using the approved "Student Ratings of Instruction" (SRI) form.
C. Departmental Teaching Observations. The Department of Mathematics and Statistics considers Teaching Observations by tenured departmental faculty to be a valuable tool in the evaluation of non-tenure track faculty. As with Faculty Evaluation in general, we carry out Teaching Observations to make informed decisions pertaining to reappointment, and to provide constructive, accurate, and helpful feedback for purposes of improvement. Non-tenure track faculty members who are on one-year ongoing appointments are required to have at least one Teaching Observation by a tenured departmental faculty, ideally within their own program, in each of the two semesters of their first year of appointment. Candidates may request additional Teaching Observations as desired, and further observations may also be required, at the discretion of the Chair. The written record of these Observations must go into Portfolio in the form of additional material(s). Non-tenure track faculty members have the responsibility of inviting a tenured faculty member of their choice for a Teaching Observation, and the Chair has the responsibility of ensuring that a Teaching Observation takes place.
   Departmental Teaching Observers will write a qualitative evaluative commentary. The observation should be at least 45 minutes long. The Department Chair may require additional departmental Teaching Observations.

The Meets Standards Rating in Teaching

The Teaching rating will be judged as a holistic weighted average of the faculty member's performance on requirements A, B & C described above. The following are indicators of a Meets Standards performance.

A. Fundamental Instructional Responsibilities. The non-tenure track faculty member's portfolio should provide evidence of a high-quality teaching performance in items (1)-(4): content expertise, instructional design, instructional delivery, and instructional assessment.
B. SRI's. Non-tenure track faculty have a primary responsibility to be good teachers. This should be reflected in the SRI's. Almost all SRI median scores for the instructor's "Contribution to the course" should be 4 or higher, indicating that half or more of their students view the faculty member as a good, very good, or excellent teacher; and student comments should be generally positive or neutral. 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, student biases, low SRI return rates, etc. will be used to evaluate the student ratings and evaluations, if provided by the faculty member. If there are some median SRIs of 3 or below, then these should be addressed in the portfolio narrative, which should also adequately address plans for continued improvement. Summer course SRIs will also be considered for the purposes of faculty evaluation.

The Needs Improvement Rating in Teaching

The Teaching rating will be judged as a holistic weighted average of the faculty member's performance on requirements A & B described above. The following are indicators of a Needs Improvement performance.

The non-tenure track faculty member's portfolio does not provide sufficient evidence of a high-quality teaching performance in items (1)-(4) described above: content expertise, instructional design, instructional delivery, and instructional assessment.

A significant number of median SRIs for faculty contribution to the course are 3 or below, with negative student comments. Moreover, there is inadequate evidence of improvement and the portfolio narrative inadequately addresses plans for improvement. 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, student biases, etc. will be used to evaluate the student ratings and evaluations, if provided by the faculty member.

Evaluation Guidelines for Promotion to Senior Lecturer

Non-tenure track faculty are eligible for promotion to Senior Lecturer if:

1. They are in an ongoing appointment; and
2. They have a total of six years or more as a tenure track or non-tenure track faculty member at MSU Denver. At least three of the six years must have been consecutive and at least one of the six years must have been within 18 months of the senior lecturer appointment.

Recommendations for the promotion of an eligible non-tenure track faculty member to Senior Lecturer will be based on a holistic assessment of the faculty member's contributions to the department and our students. These contributions should include:

1. A record of high-quality teaching performance, as described in the evaluation and reappointment guidelines for non-tenure track faculty, above; and

2. Teaching a variety of courses (at least three).

Other contributions, while not required, will also be taken into account. These include service, pedagogical innovation, and professional development activities.

Evaluation Guidelines for Adjunct Faculty

General Statement

Adjunct faculty (also known as affiliate faculty) are appointed to teach on a per-credit-hour basis for specific classes, semester by semester. Adjunct faculty appointments are determined based on a combination of department needs and faculty member qualifications and performance in the area of teaching. The evaluation process looks at personal commitment and success of efforts made, and at the overall performance.

Requirements for Adjunct Re-appointment

Adjunct faculty in the Department of Mathematics and Statistics should meet the following:

A. Fundamental Instructional Responsibilities: (1)-(4).
   (1) **Content Expertise**. They should display knowledge of their subject matters in the relevant learning environment (classroom, on-line, hybrid, field work, etc.)
   (2) **Instructional Design**. They should design course materials, activities, and experiences that are conducive to learning. They should also always keep their students updated on their standing in the course.
   (3) **Instructional Delivery**. They should communicate information clearly, create environments conducive to learning, and use an appropriate variety of teaching methods.
   (4) **Instructional Assessment.** They should design assessment procedures appropriate to course objectives, ensure fairness in student evaluation and grading, and provide constructive feedback on student work.

B. Departmental Policies: Adjunct faculty must also observe department policies regarding office hours, attend mandatory training workshops, and provide students with feedback in the form of regular homework, quizzes, or other assignments.

C. SRIs: The evaluation will consider both student comments and the pattern of numerical student ratings. Almost all median student scores for the instructor's "Contribution to the course" should be 4 or higher, and student comments should be generally positive or neutral. 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 may be used to evaluate the student ratings and comments. Summer course SRI's will also be considered.

D. Department Teaching Observations: Teaching Observations by full-time departmental faculty are a valuable tool for providing constructive, accurate, and helpful feedback for purposes of improvement and in the evaluation of Adjunct faculty. Adjunct faculty members are required to have at least one Teaching Observation by a full-time departmental faculty, within their own program, in their first semester of appointment. Additional observations, or observations in subse-

quent semesters, may be required at the discretion of the Chair and Adjunct Coordinator. Adjunct faculty may request additional Teaching Observations as desired. The Adjunct Coordinator has the responsibility of ensuring that a Teaching Observation takes place.