MSU DENVER COLLEGE OF LETTERS, ARTS AND SCIENCES

Departrment of Journalism and Media

Production Faculty Evaluation

Guidelines Effective

AY 2026-2027

Approvals:

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Departmental Guidelines for Faculty Evaluation

Department of Journalism and Media Production

Academic Year 2026-2027

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MSU DENVER COLLEGE OF LETTERS, ARTS AND SCIENCES

DEFINING FACULTY WORK: VALUES AND GUIDING PRINCIPLES

Faculty work comprises many intersecting roles, chief among them instructor, scholar, and engaged campus & community partner. These roles have been a foundational standard for decades in higher education. However, as faculty respond to the changing needs and expectations of students, colleagues, and others, the nature of these roles has changed and continues to develop.

The College of Letters, Arts and Sciences (CLAS) is a large academic unit that houses the foundation of human knowledge (arts, humanities, and sciences). Furthermore, we value the diversity within our programs and the contributions of each department. As such, it is essential that we establish guiding principles and values that align with and recognize the many ways faculty meet obligations and expectations tied to their roles.

The process for evaluation and review continues to be established, upheld, and governed by the Faculty Employment Handbook. As stated in this handbook, and in accordance with AAUP Guidelines, departments establish discipline-specific standards for teaching; research, scholarship, creative work; and service. Those discipline-specific standards are the fundamental tools used for our peer review and evaluation process.

The guiding principles and values listed below are intended to provide an overarching and aspirational view for faculty work in CLAS. Departments should view their own standards through the lens of these shared values as they continue to develop and enhance their specific quantitative and qualitative disciplinary expectations for faculty work standards.

Teaching & Pedagogy

Faculty in the CLAS deeply value teaching as an essential and deeply valued act, encompassing a significant aspect of their professional identity. CLAS faculty provide the foundation of human knowledge through the arts, humanities, and sciences. Faculty engage students in the learning process through pedagogy that provides a fundamental disciplinary knowledge. Additionally, they often demonstrate connection points and applicability of concepts through an interdisciplinary lens and reframe concepts for contemporary audiences through equity-minded and inclusive practices.

As experts in their respective fields, faculty are evaluated on the effectiveness and impact of their teaching through quantitative and qualitative measures. While those measures are department- and discipline-specific, CLAS faculty strive to include, but are not limited to, several of the following goals and principles in their teaching:

- Well-designed courses that clearly align learning outcomes for the course,

degree, program, and general studies category/course outcomes where appropriate;
- Conveying their disciplinary expertise in an engaged teaching style, bringing enthusiasm for knowledge and intellectual inquiry to the learning environment. This is a faculty member's most effective approach to attracting and retaining students to the discipline and institution;
- Clear linkages between content, relevance, application, and practice;
- Intentional alignment between assignments, activities, and experiences to the learning outcomes and purpose of the course;
- Use of proven and effective teaching practices (High-Impact Practices as one example) when appropriate and effective;
- Developing and enhancing students' ability to demonstrate intellectual competencies and essential skills within and across disciplinary boundaries;
- Broadening disciplinary foci to include diverse perspectives, historically minoritized voices, anti-racist practices, and/or addressing the absence of marginalized populations within historically homogenized primary sources and/or fields;
- Modernizing and enhancing pedagogy with a focus on inclusive and equity-centered practices; use of new and accessible technology; high-quality low- and no-cost options for student materials (OER as one example); and intentionally designed educational experiences as it pertains to course delivery and modality;
- Effective academic guidance and mentorship in the form of availability through regular, consistent office hours and additional connection opportunities (e.g. hallway conversations, before and after class, separate appointments, etc.). Students are then provided an opportunity not only to discuss topics specific to a class, but also major/career aspirations, course recommendations, and post-graduation pathways. This work complements the work of our institution's professional advisors, with each department and/or discipline making determinations on implementation.

The teaching narrative portion of the Promotion, Retention, Tenure, and Post-Tenure review should move beyond the quantitative listing of courses taught, students enrolled, and SRI scores. These metrics, used broadly, can point to overarching themes and trends, but should not necessarily be used as the only indicator of effective teaching.

The narrative presents the opportunity for faculty to reflect on their teaching and report successes; highlight any modification or innovation in their classroom; describe the application of interdisciplinary approaches and connection points for students; or detail enhancements of current materials, experimentation with new approaches, and any tangible impacts the course might have had on the students, including aspects of DEI pedagogy and practice in these areas.

Research, Scholarship, & Creative Work

The creation, acquisition, and dissemination of new knowledge is a hallmark of higher education. CLAS faculty are actively involved in creating new knowledge within their

fields, integrating existing knowledge to share with new audiences, and applying disciplinary knowledge and expertise to address contemporary problems. Within a college as large and diverse as CLAS, scholarly and disciplinary impact is vast and constantly developing. The products, venues, and vehicles for distribution of research, scholarship, and creative work vary widely across CLAS.

Despite these necessary distinctions, the overarching foci and scope of research, scholarship, and creative work (RSCW) in CLAS includes **one or more** of the following assumptions:

- Meaningful and recognized intellectual and/or artistic contributions to or across disciplines, typically involving a method of peer review and/or peer recognition through traditional publishing, invitations to prestigious venues, impactful disciplinary gatherings, or new and emerging modalities;
- Development, creation, or establishment of new trends or discoveries within or across disciplines (cross-, multi-, and interdisciplinary), recognized by peers and/or external audiences for its impact, consequence, and potential to alter, enhance, support, or refute traditional or established assumptions within or across disciplines;
- Interconnectedness between RSCW and the content and/or practice of teaching. This includes, but is not limited to, using RSCW to inform course content, pedagogy, undergraduate research, and attract students to the discipline;
- Demonstrable impact of community-engaged scholarship that improves, enhances, or creates mutually beneficial outcomes for the public good (which may also intersect faculty work in their service category);
- Contributions that elevate the public and intellectual reputation of the institution, college, or department and aligns with the mission, vision, and principles of the institution, college, or department.

The RCSW narrative portion of the Promotion, Retention, Tenure, and Post-Tenure review is an opportunity to provide context for RSCW, not solely list activities. If we are to understand and value our colleagues work through peer review, it is important for the narrative to address the impact of work on a variety of audiences, including those outside MSU Denver; acknowledge academic work that may be forging new trends or ways of thought in our disciplines; recognize promising new mediums and modalities for the distribution of RSCW; and provide overarching reasons why the work is important and worthy of recognition.

Service

Service to the institution and profession is an essential facet of faculty work, it is expected of individuals in faculty roles, and much of service supports the academic institution’s foundation of faculty governance. At its most basic level, it ensures that the governance and operational aspects of running an institution are in place and the academy continues to function and thrive. At a more meaningful level, service is how we give back to our students, our colleagues, and our disciplines. Furthermore, building networks, partnerships, and community is a foundational part of faculty work that takes

time, care, and reciprocity. Building networks and partnerships through attending and organizing events as well as contributing to a network's communications helps actualize the university and college mission.

For service to be a consequential endeavor, the responsibilities should align with a faculty member's interests and passions whenever possible. It is important to acknowledge that service is not always visible, nor is it always tied to committees. When making service assignments, department chairs should assure that the work is equally distributed and truly valued in the evaluation process.

Service is recognized and evaluated as a **collection** of the following factors:

- **Time Commitment**. Estimate a proportion of time spent in conjunction with the service percentage expectation in a faculty member's workload. This can then be broken down into hours per week, weeks per semester, etc. Acknowledging that most academic work is cyclical, there will be weeks when time commitment for service is great, and weeks when it is far less.
- **Scope**. The nature of faculty governance and service lends itself to hierarchies among work that divides into groups: university, college, department/program; curriculum, policy, events; national, state, local; etc. Department guidelines should address scope of work when assessing service commitments and obligations.
- **Outcome & Impact**. Consider the product or outcome generated from the work and the impact on its intended recipients. Department guidelines should acknowledge impact through the lens of their disciplinary values, purpose, and common good.
- **Role**. Serving as a chair or leader of a committee, project, or engagement effort will typically increase the impact (and sometimes time commitment) of the service obligation for the faculty member. Defining roles on committees and in other service is an important element in establishing efficient, equitable, and meaningful service expectations.
- **Special Project or Task Force**. Serving on an ad-hoc group to solve long-standing or immediate issues beyond the typical role of a service commitment (committee, professional organization, community engagement group) typically increases the impact (and sometimes time commitment) of the service obligation.
- **Student Guidance and Mentorship (non-academic)**. CLAS acknowledges that women, faculty of color, LGBTQIA+ faculty, and other historically minoritized faculty groups often find themselves with increased time commitments serving students that identify with them. This work often falls under the category of "Invisible Service." Due to a need for service across the institution, a faculty member's entire service component cannot be exclusively dedicated to this type of service. It is, however, an important part of faculty work and should be acknowledged in a manner that best suits the different departments and disciplines in CLAS.

The Service narrative portion of the Promotion, Retention, Tenure, and Post-Tenure review is an opportunity to provide context for faculty work, as well as how it aligns with

a faculty member's overall/future career trajectory and passions. If we are to understand and value our colleagues' work through peer review, it is important for the narrative to address the complex and varied intersection of service commitments. This will be presented as a collection of service work that can be both quantified and qualified, culminating as an impactful and meaningful part of the faculty portfolio.

Departmental Guidelines for Faculty Evaluation for

Retention, Tenure, and Promotion to Associate Professor

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

Tenure-line 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, and show sustained growth in all three evaluation areas to be considered for tenure and promotion to associate professor.

The College of Letters, Arts, and Sciences is committed to a holistic view of the tenure candidate in terms of evaluating their performance as part of the big picture of the work and accomplishments in all three areas over the review period. In order to achieve tenure and promotion to associate professor, 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.

Teaching

The College of Letters, Arts, and Sciences 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, and/or workshops and conferences focused on teaching. JMP Faculty must explain her or his approach to teaching from among the following aspects of teaching: how scholarly activities and knowledge are integrated; how courses are designed; how material is utilized to facilitate student learning; and how assessment results are used to improve courses. The faculty member also discusses student advising, linking it with her or his courses, scholarly activities, and professional service, as appropriate. A critical issue in terms of advising in JMP is that faculty often engage in informal advising with non-majors or minors. The tenure candidate should note the significance and depth of such “invisible” advising in the portfolio. The tenure candidate should reflect on her or his growth in teaching throughout the probationary period." Thus, "invisible service" includes teaching in a male dominated field as well as teaching students who create chaotic experiences in the classroom.

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 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.*

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

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.
	• 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.
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	• Establish, post, and keep a minimum of four office hours weekly. Meets with students at other times as needed and other requirements for advising. Full-time faculty shall establish, post, and keep a minimum of 4 office hours weekly, reflective of their teaching load, during each academic term of the regular academic year.
	• Uses University wide digital systems for advising.

Scholarly Activities

The College of Letters, Arts, and Sciences 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.

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

The faculty member must complete at least one of the following:

- 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. *

- Production or exhibition of peer reviewed, competitive creative work(s) in a juried show.
  - Examples of creative work may include media productions such as websites, video programs, interactive media, 2D or 3D animation, print design projects and other linear or interactive media programs/projects. Examples of peer reviewed venues include professional organization competitions such as Educause, SPJ, PRSA, NPPA, BEA, STC, ISTE, AACE, MCA-I, NATPE, ASTD, New Media Consortium, etc.; competitive national film/video/interactive media festivals such as CINDY, Telly or Accolades; local or regional competitive media festivals such as NATAS, Moondance Film Festival, Estes Park Film Festival; and international festivals or competitions.

- Receipt of an award after being judged by a jury of peers or in an adjudicated or auditioned performance.

- Receipt of a sizable competitive grant from a recognized external entity that helps the faculty member create a product (e.g., paper, media production, etc.).
  - No distinction will be made between participation as principal or co-principal investigator on the grant or those who make a significant contribution to the grant work.

In addition to meeting one of the above criteria, faculty must:

- Present a peer-reviewed or invited presentation of the faculty member's original work in a professional or academic meeting or conference. Publication of a paper in a peer reviewed journal or exhibition of creative work(s) in a juried show may be substituted in a one-to-one ratio for presentations.
  - Exceptions: if the faculty member has published or has in publication, a scholarly book or textbook containing original work during the review period, no peer reviewed or invited presentations are required.

- Pursue advanced study including conference or 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 One Voice 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 their curriculum vita. Scholarly works accepted for publication, exhibition, or presentation 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.

The faculty member must complete **seven** of the following criteria over the tenure-track period**:**

- Be an ongoing self-funded member of at least one discipline relevant local, regional, national, or international organization.
- Be actively involved in a relevant professional organization by attending at least 2 local events or 1 regional or national event per year.
- Share professional expertise with colleagues through presentations in other departments, to campus groups, or at conferences. Consulting work and participating in design shows also are appropriate activities for meeting this standard.
- Read professional books and other publications, such as trade journals and/or professional journals related to the discipline, with evidence of incorporating current information into course material.
- Provide evidence of currency in the field through engagement in industry-related activities and organizational meetings.
- Attend at least one discipline relevant local workshop, lecture, or seminar, including online seminars per year.
- Write a grant proposal and secure the funds to support classroom instruction or activities related to the discipline and department activities.
- Undertake work activity (writing, research, project production, etc.) as part of a professional grant.
- Serve on a review committee or in an editorial capacity for a journal, trade publication, website or other media organization
- Serve as a judge for a relevant discipline-related competition
- Serve as a reviewer for a grant opportunity or media project
- Serve as a reviewer for a relevant discipline-related conference
- Successfully complete a higher education course related to the discipline with B or better grade.
- Serve on an accrediting team performing at least one review visit for any academic unit at the university.
- Contribute to or write for an industry-related non-refereed publications
- Produce non-refereed presentations relevant to the discipline
- Produce non-refereed programs or media projects relevant to the discipline
- Participate in additional departmentally defined activities (may not count for more than 2 of the 7 activities).
- Produce original video, audio, digital, campaign, and project content created specifically supervised by Department, College, or University for the purpose of promoting or/and enhancing the academic environment.

  - Examples include self-training through professional organization tutorials; attendance and participation in workshops through the Center for Teaching, Learning, and Design or other university-sanctioned workshops or seminars.

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 Letters, Arts, and Sciences 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 Letters, Arts, and Sciences, and the University. Faculty is expected to engage in service on an ongoing basis throughout their career at MSU Denver though the type and nature of the service may vary. CLAS 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:

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, serving in a leadership role, program coordination, review of articles, accreditation, and activities supporting diversity/ inclusion initiatives for the College of Letters, Arts, and Sciences and the University. All should be related to the goals of the University, College, Department, profession, or to provide related expertise to the community.

Tenure-track faculty are expected to satisfy the following requirements over the review period in order to meet minimum standards in the area of service:

- Attend and participate in all department meetings and assessment activities unless excused by the chair.
- Serve on departmental committees as assigned and accomplish desired tasks as outlined by the committee.
- Participate in at least three department recruiting activities such as a Majors Fair, MSU Denver Open House or other recruitment activity.
- Serve on at least one college or university committee or chair at least one department committee that requires at least a 15-hour time commitment per academic year.

- Provide service, using professional expertise or skills to at least one community or professional organization per academic year.

In addition, tenure-track faculty are expected to satisfy five of the following criteria over the tenure-track period:

- Review material for department, college, or university committees and document time commitment.
- Undertake a special assignment for program review.
- Obtain donations in the form of equipment, supplies, or monies for the program at least three times during the review period.
- Assist in supervising or supervise a department lab for at least 20 hours per academic year.
- Participate in a standing college, faculty senate, or university committee(s) that requires at least 20 hours per academic year.
- Actively serve in the Faculty Senate, attending the majority of scheduled meetings and reporting senate activities and concerns to the department.
- Serve as a Commencement Marshall for at least four ceremonies.
- Actively serve on a Faculty Senate Committee, attending the majority of scheduled meetings.
- Develop print, web or video materials of professional quality for department marketing activities.
- Chair or serve on a department, college or university search committee at least twice during the review period.
- Organize a professional conference or event.
- Serve on a committee or board of a professional organization.
- Provide service to a professional organization or community service board of directors that requires at least a 10-hour commitment per academic year while using discipline specific skills or professional expertise.
- Accrue 20 hours of service provided to a community or professional organization in which faculty members use or share their professional expertise to benefit the organization.
- Serve as a judge for a competitive event hosted by or sponsored by a professional or community organization at least twice during the review period.
- Undertake other activities in consultation with the chair. (may not count for more than 1 of the 5 activities).
- Develop community and industry partnerships that result in collaborative projects or other student/department benefits

Departmental Guidelines for Faculty Evaluation for

Promotion to Professor

Promotion to Professor Departmental Guidelines for Faculty Evaluation

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, and show sustained growth in all three evaluation areas to be considered for promotion to Professor.

The College of Letters, Arts, and Sciences is committed to a holistic view of promotion candidate in terms of evaluating his/her performance as part of the big picture of the work and accomplishments in all three areas over the five-year review period. In order to achieve promotion to full professor, a candidate member must show evidence of excellence in teaching as well as involvement 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 PROMOTION TO PROFESSOR.
Activities must be completed after receiving tenure and promotion to associate professor.

Teaching

The College of Letters, Arts, and Sciences 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, and/or workshops and conferences focused on teaching. JMP Faculty must explain her or his approach to teaching from among the following aspects of teaching: how scholarly activities and knowledge are integrated; how courses are designed; how material is utilized to facilitate student learning; and how assessment results are used to improve courses. The faculty member also discusses student advising, linking it with her or his courses, scholarly activities, and professional service, as appropriate. A critical issue in terms of advising in JMP is that faculty often engage in informal advising with non-majors or minors. The Full Professor candidate should note the significance and depth of such “invisible” advising in the portfolio. The tenure candidate should reflect on her or his growth in teaching throughout the probationary period." Thus, "invisible service" includes teaching in a male dominated field as well as teaching students who create chaotic experiences in the classroom.

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 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.*

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

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
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	• Establish, post, and keep a minimum of four office hours weekly. Meets with students at other times as needed and other requirements for advising.
	• Uses University wide digital systems for advising.

Scholarly Activities

The College of Letters, Arts, and Sciences 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.

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:

The faculty member must complete at least one of the following:

- 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. *

- Production or exhibition of peer reviewed, competitive creative work(s) in a juried show.
  - Examples of creative work may include media productions such as websites, video programs, interactive media, 2D or 3D animation, print design projects and other linear or interactive media programs/projects. Examples of peer reviewed venues include professional organization competitions such as Educause, SPJ, PRSA, NPPA, BEA, STC, ISTE, AACE, MCA-I, NATPE, ASTD, New Media Consortium, etc.; competitive national film/video/interactive media festivals such as CINDY, Telly or Accolades; local or regional competitive media festivals such as NATAS, Moondance Film Festival, Estes Park Film Festival; and international festivals or competitions.
- Receipt of an award after being judged by a jury of peers or in an adjudicated or auditioned performance.

- Receipt of a sizable competitive grant from a recognized external entity that helps the faculty member create a product (e.g., paper, media production, etc.).
  - No distinction will be made between participation as principle or co-principle investigator on the grant or those who make a significant contribution to the grant work.

In addition to meeting one of the above criteria, faculty must:

- Present a peer-reviewed or invited presentations of the faculty member's original work in a department approved professional meeting/conference. Publication of a paper in a peer reviewed journal 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.
  - 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.

- 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 One Voice 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 their 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.

The faculty member is expected to document seven of the following criteria over the review period:

- Be an ongoing self-funded member of at least one discipline relevant local, regional, national, or international organization.
- Be actively involved in a relevant professional organization by attending at least 2 local events or 1 regional or national event per year.
- Share professional expertise with colleagues through presentations in other departments, to campus groups, or at conferences. Consulting work and participating in design shows also are appropriate activities for meeting this standard.
- Read professional books and other publications, such as trade journals and/or professional journals related to the discipline, with evidence of incorporating current information into course material.
- Provide evidence of currency in the field through engagement in industry-related activities and organizational meetings.
- Attend at least one discipline relevant local workshop, lecture, or seminar, including online seminars per year.
- Write a grant proposal and secure the funds to support classroom instruction or activities related to the discipline and department activities.
- Undertake work activity (writing, research, project production, etc.) as part of a professional grant.
- Serve on a review committee or in an editorial capacity for a journal, trade publication, website or other media organization
- Serve as a judge for a relevant discipline-related competition.
- Serve as a reviewer for a relevant discipline-related conference
- Successfully complete a higher education course related to the discipline with B or better grade.
- Serve on an accrediting team performing at least one review visit for any academic unit at the university.
- Contribute to or write for non-refereed publications
- Produce non-refereed presentations relevant to the discipline
- Produce non-refereed programs or media projects relevant to the discipline
- Participate in additional departmentally defined activities (may not count for more than 2 of the 7 activities).

  - Examples include self-training through tutorials; attendance and participation in workshops through the Center for Teaching, Learning, and Design or other university-sanctioned workshops or seminars.

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 Letters, Arts, and Sciences 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 Letters, Arts, and Sciences, and the University. Faculty is expected to engage in service on an ongoing basis throughout their career at

MSU Denver though the type and nature of the service may vary. CLAS 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:

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 Letters, Arts, and Sciences and the University. All should be related to the goals of the University, College, Department, Profession or provide related expertise to the community.

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

Faculty are expected to satisfy the following requirements over the review period in order to meet minimum standards in the area of service:

- Attend and participate in all department meetings and assessment activities unless excused by the chair.
- Serve on departmental committees as assigned and accomplish desired tasks as outlined by the committee.
- Participate in at least three department recruiting activities such as a Majors Fair, MSU Denver Open House or other recruitment activity.
- Serve on at least one college or university committee or chair at least one department committee that requires at least a 15-hour time commitment per academic year.
- Provide service, using professional expertise or skills to at least one community or professional organization per academic year.

In addition, faculty are expected to satisfy five of the following criteria over the review period:

- Review material for department, college, or university committees and document time commitment.
- Undertake a special assignment for program review.
- Obtain donations in the form of equipment, supplies, or monies for the program at least three times during the review period.
- Assist in supervising or supervise a department lab for at least 20 hours per academic year.
- Participate in a standing college, faculty senate, or university committee(s) that requires at least 20 hours per academic year.

- Actively serve in the Faculty Senate, attending the majority of scheduled meetings and reporting senate activities and concerns to the department.
- Serve as a Commencement Marshal for at least four ceremonies.
- Actively serve on a Faculty Senate Committee, attending the majority of scheduled meetings.
- Develop print, web or video materials of professional quality for department marketing activities.
- Chair or serve on a department, college or university search committee at least twice during the review period.
- Organize a professional conference or event.
- Serve on a committee or board of a professional organization.
- Provide service to a professional organization or community service board of directors that requires at least a 10-hour time commitment per academic year while using discipline specific skills or professional expertise.
- Accrue 20 hours of service provided to a community or professional organization in which faculty members use or share their professional expertise to benefit the organization.
- Serve as a judge for a competitive event hosted by or sponsored by a professional or community organization at least twice during the review period.
- Undertake other activities in consultation with the chair. (may not count for more than 1 of the 5 activities).
- Develop community and industry partnerships that result in collaborative projects or other student/department benefits

Departmental Guidelines for Faculty Evaluation for

Post-Tenure Review

Post-Tenure Review Departmental Guidelines for Faculty Evaluation

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 this document and show sustained growth in all three evaluation areas to be considered to have a favorable post-tenure review.

The College of Letters, Arts, and Sciences is committed to a holistic view of the post-tenure review 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 five-year review period. In order to achieve a successful post-tenure review, a faculty member must show evidence of effective teaching as well as involvement 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 A POSITIVE POST-TENURE REVIEW.

Teaching

The College of Letters, Arts, and Sciences 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 post-tenure review requires faculty to continue professional growth and development. In the teaching area, this may include participating in activities such as faculty learning communities, s, and/or workshops and conferences focused on teaching. JMP Faculty must explain her or his approach to teaching from among the following aspects of teaching: how scholarly activities and knowledge are integrated; how courses are designed; how material is utilized to facilitate student learning; and how assessment results are used to improve courses. The faculty member also discusses student advising, linking it with her or his courses, scholarly activities, and professional service, as appropriate. A critical issue in terms of advising in JMP is that faculty often engage in informal advising with non-majors or minors. The PTR candidate should note the significance and depth of such “invisible” advising in the portfolio. The tenure candidate should reflect on her or his growth in teaching throughout the probationary period." Thus, "invisible service" includes teaching in a male dominated field as well as teaching students who create chaotic experiences in the classroom.

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 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.*

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

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.
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. • Establish, post, and keep a minimum of five office hours weekly. Meets with students at other times as needed and other requirements for advising.
Advising	• Establish, post, and keep a minimum of four office hours weekly. Meets with students at other times as needed and other requirements for advising. • Uses University wide digital systems for advising.

Scholarly Activities

The College of Letters, Arts, and Sciences 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.

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:

The faculty member must complete at least two of the following:

- 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. *

- Production or exhibition of peer reviewed, competitive creative work(s) in a juried show.
  - Examples of creative work may include media productions such as websites, video programs, interactive media, 2D or 3D animation, print design projects and other linear or interactive media programs/projects. Examples of peer reviewed venues include professional organization competitions such as Educause, SPJ, PRSA, NPPA, BEA, STC, ISTE, AACE, MCA-I, NATPE, ASTD, New Media Consortium, etc.; competitive national film/video/interactive media festivals such as CINDY, Telly or Accolades; local or regional competitive media festivals such as NATAS, Moondance Film Festival, Estes Park Film Festival; and international festivals or competitions.
- Receipt of an award after being judged by a jury of peers or in an adjudicated or auditioned performance.

- Receipt of a sizable competitive grant from a recognized external entity that helps the faculty member create a product (e.g., paper, media production, etc.).
  - No distinction will be made between participation as principle or co-principal investigator on the grant or those who make a significant contribution to the grant work.

In addition, faculty must pursue:

- A peer-reviewed or invited presentation of the faculty member's original work in a department approved professional meeting/conference. Publication of a paper in a peer reviewed journal 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.

- 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.

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

Faculty are expected to satisfy seven of the following criteria over the review period:

- Be an ongoing self-funded member of at least one discipline relevant local, regional, national, or international organization.
- Be actively involved in a relevant professional organization by attending at least 2 local events or 1 regional or national event per year.
- Share professional expertise with colleagues through presentations in other departments, to campus groups, or at conferences. Consulting work and participating in design shows also are appropriate activities for meeting this standard.
- Read professional books and other publications, such as trade journals and/or professional journals related to the discipline, with evidence of incorporating current information into course material.
- Provide evidence of currency in the field through engagement in industry-related activities and organizational meetings.
- Attend at least one discipline relevant local workshop, lecture, or seminar, including online seminars per year.

- Write a grant proposal and secure the funds to support classroom instruction or activities related to the discipline and department activities.

- Undertake work activity (writing, research, project production, etc.) as part of a professional grant.
- Serve on a review committee or in an editorial capacity for a journal, a trade publication, a website or other media organization
- Serve as a judge for a media or other relevant discipline-related competition.
- Serve as a reviewer for a relevant discipline-related conference

- Successfully complete a higher education course related to the discipline with B or better grade.
- Serve on an accrediting team performing at least one review visit for any academic unit at the university.
- Contribute to or write for non-refereed publications

- Produce non-refereed presentations relevant to the discipline
- Produce non-refereed programs or media projects relevant to the discipline
- Participate in other departmentally defined activities (may count no more than 2 activities as part of the 7).

- Examples include self-training through tutorials; attendance at and participation in workshops through the Center for Faculty Development and other university-sanctioned workshops or seminars

*Publications in predatory or vanity publications or by predatory or vanity presses or self-published works do not meet this standard. Lambert Academic Press (LAP), Green River Technologies, and One Voice International are examples of

such publishers. 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 Letters, Arts, and Sciences 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 Letters, Arts, and Sciences, and the University. Faculty are expected to engage in service on an ongoing basis throughout their career at MSU Denver though the type and nature of the service may vary. CPS defines community service as unpaid work done at the local, state, national and/or international level which utilizes the faculty member's skills and expertise to create positive community change and/or 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:

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 Letters, Arts, and Sciences and the University. All should be related to the goals of the University, College, Department, Profession or provide related expertise to the community.

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

Faculty are expected to satisfy the following requirements over the review period in order to meet minimum standards in the area of service:

- Attend and participate in all department meetings and assessment activities unless excused by the chair.
- Serve on departmental committees as assigned and accomplish desired tasks as outlined by the committee.
- Participate in at least three department recruiting activities such as a Majors Fair, MSU Denver Open House or other recruitment activity.
- Serve on at least one college or university committee or chair at least one department committee that requires at least a 15-hour time commitment per academic year.
- Provide service, using professional expertise or skills to at least one community or professional organization per academic year.

In addition, faculty are expected to satisfy five of the following criteria over the review period:

- Review material for department, college, or university committees and document time commitment.
- Undertake a special assignment for program review.
- Obtain donations in the form of equipment, supplies, or monies for the program at least three times during the review period.
- Assist in supervising or supervise a department lab for at least 20 hours per academic year.
- Participate in a standing college, faculty senate, or university committee(s) that requires at least 20 hours per academic year.
- Actively serve in the Faculty Senate, attending the majority of scheduled meetings and reporting senate activities and concerns to the department.
- Serve as a Commencement Marshal for at least four ceremonies.
- Actively serve on a Faculty Senate Committee, attending the majority of scheduled meetings.
- Develop print, web or video materials of professional quality for department marketing activities.
- Chair or serve on a department, college or university search committee at least twice during the review period.
- Organize a professional conference or event.
- Serve on a committee or board of a professional organization.
- Provide service to a professional organization or community service board of directors that requires at least a 10-hour time commitment per academic year while using discipline specific skills or professional expertise.
- Accrue 20 hours of service provided to a community or professional organization in which faculty members use or share their professional expertise to benefit the organization.
- Serve as a judge for a competitive event hosted by or sponsored by a professional or community organization at least twice during the review period.
- Undertake other activities in consultation with the chair. (may not count for more than 1 of the 5 activities).

- Develop community and industry partnerships that result in collaborative projects or other student/department benefits

Departmental Guidelines for Faculty Evaluation for

Category II Faculty

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

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

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

Category II Faculty must meet all contractual obligations, requirements, and responsibilities, and adhere to policies relating to employee and student conduct as put forth in the latest edition of the *Faculty Employment Handbook* and have a record of conduct consistent with professional standards, 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 Letters, Arts, and Sciences is committed to a holistic view of Category II faculty in terms of evaluating their performance as part of the big picture of the work and accomplishments of effective teaching. If applicable, Category II faculty shall demonstrate proficiency in the two other evaluation areas based on the guidelines.

Teaching

The College of Letters, Arts, and Sciences 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, , 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 their 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 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.*

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

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.

	• 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.
Instructional Assessment	• Establish, post, and keep a minimum of five office hours weekly. Meets with students at other times as needed and other requirements for advising.
Advising	• Uses University wide digital systems for advising.

Reduced Teaching Load Agreements

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

> *In those cases where Category II faculty have reduced teaching-load agreements that specify duties in Scholarly Activities or Service (see Chapter V for definitions and conditions of Scholarly Activities and Service), evaluations should encompass work in those areas of performance.*

Portfolio Development

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

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

1) *Cover Sheet*
   a. *Published by the Office of the Provost; and*
   b. *Used to record recommendations for/against reappointment, promotion, or multi-year contracts.*

2) *Narrative*
   a. *Is a one-page statement describing how the faculty member has met expectations for assigned duties/responsibilities*
   b. *Presents a reflective self-assessment, highlights accomplishments, and indicates plans for the future*
   c. *Should present one's best case to disciplinary colleagues and administrative levels of review; and*
   d. *If seeking promotion to Senior Lecturer or a Multi-Year Contract, this should be noted in the first paragraph of the statement.*

3) *Annotated Curriculum Vitae (see Chapter V.C.1.b(3) for definition of "Annotated Curriculum Vitae")*

4) *Student Ratings of Instruction per Chapter VI.B.1*

5) *Peer Observations as delineated above in Chapter VI.B.2.a(1).*

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

Portfolios will be submitted using the same tool or format as Category II faculty and in accordance with the Academic Calendar.

Promotion to Senior Lecturer

Senior Lecturer: The faculty member has at least six years of teaching, as defined in the *Handbook*. The faculty member has a record of effective teaching as appropriate to the member's particular discipline and departmental needs. The faculty member shows advancement of teaching practices with evidence of improved teaching, including student evaluations at or above 4.5 in a majority of classes taught, including comments if available. Any reduced teaching load time is addressed in the narrative with an explanation of its merit and effectiveness.

Applicants for Senior Lecturer should demonstrate further achievements with one or more of the following: [These are suggestions for consideration]

- Creation of new curriculum or significant revisions or existing curriculum.
- Regular participation in department assessment activities
- Significant service to the department
- Recognition of professional or scholarly achievement.
- Advising of an Honors Thesis or teaching of an Independent Study course
- Scholarly or creative publication in the faculty member's teaching field. Note that if professional development is a suggestion, that there may be fiscal factors and that the Handbook states that there is no expectation for scholarly activities (see d)i) below)

Handbook language for Senior Lecturer

(4) Senior Lecturer—a Lecturer may be promoted to Senior Lecturer status if

(a) Their credentials meet the criteria determined by the hiring Department as articulated in the Hiring Protocols, and

(b) They have a total of six years (at least three of which must have been consecutive and at least one of which must have been within 18 months of the senior lecturer appointment) of performance to MSU Denver.

(i) Promotion is contingent upon a recommendation from the Department Chair, the Dean and the Provost;

(ii) If promoted to a Senior Lecturer, the salary will be adjusted to reflect the new title.

(c) May be used to fill a potential tenure line especially under tight budget conditions.

(i) Positions depend on available funding.

(ii) This type of Category II appointment is usually intended to increase full time coverage above the targeted 60 percent tenure-line coverage target.

(d) Duties:

(i) 5/5 teaching (or equivalent); recommend no more than three preparations per semester and no expectation of scholarly activities other than that related to maintaining currency in discipline;

(ii) A reduced teaching load may be offered for other performance expectations and support based on departmental needs and negotiated at Chair and Dean discretion (see "Application for Category II Reduced Teaching Load").

Departmental Guidelines for Faculty Evaluation for

Category III Faculty

Category III Departmental Guidelines for Faculty

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

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

Per *Handbook* specifications, Category III (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, Category III Faculty may be required to engage in student assessment of learning and/or accreditation practices (e.g., clinical assignments, accreditation assessment. This is up to the discretion of the Department and should be explained prior to the start of the contract.

Teaching

The College of Letters, Arts, and Sciences 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, , 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.*

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Advising	While fixed weekly office hours are not required, faculty will be available to meet with students (e.g. by appointment, before or after class, and via

	email) to answer questions about the class. In addition, faculty may advise students on career/job placements that fall within their expertise.
	• Uses University wide digital systems for advising.

Criteria for Emeritus Status of Faculty

Criteria for Emeritus Status of Faculty

According to MSU Denver's *Faculty Employment Handbook*, "All faculty who have completed ten years or more of full-time service at the University shall be eligible at the time of their retirement for an emeritus title equivalent to their highest professional rank. Faculty who 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 eligible for emeritus status" **(Faculty Handbook, pg. 26).** 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 Letters, Arts, and Sciences, who then will forward the recommendation to the Provost. If the Provost agrees with the nomination, they will forward the nomination to the President of the University. If the President concurs, they 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*.