

METROPOLITAN STATE UNIVERSITY[SM] OF DENVER

College of Health and Human Sciences

Departmental Guidelines for Faculty Evaluation

Department of Nutrition

Academic Year 2026-2027

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College of Health and Human Sciences Mission Statement

MISSION: The College of Health and Human Sciences embraces inclusivity and an orientation to lifelong learning to prepare diverse students for interculturally competent practice, research, and leadership in their disciplines. Through collaboration and engagement with the community and one another, faculty, staff, and students lead transformative and justice-oriented endeavors to secure the health and well-being of people and their communities.

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

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

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

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

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

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

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

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

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

Department of Nutrition Mission Statement

The Department of Nutrition supports the mission of the University by providing a high quality, accessible, enriching education that prepares students for successful careers in a multicultural, global and technological society. The mission of the Nutrition Department is to prepare diverse students for successful careers in food, nutrition and dietetics by providing quality education that is culturally sensitive and instills a desire for life-long learning.

The mission of the Master of Science in Human Nutrition and Dietetics is to prepare diverse students to become nutrition leaders who practice effectively and contribute solutions for human health and healthcare challenges. The program's goals are to:

- Utilize experiential opportunities to prepare students to use evidence-based nutrition practice in their chosen profession
- Prepare students to secure advanced nutrition-related employment in healthcare, government, industry, education or not-for-profit programs

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

Associate Professor, Promotion to Professor, Post-Tenure Review

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

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

Faculty must meet all contractual obligations, requirements, and responsibilities, and adhere to policies relating to employee and student conduct as put forth in the latest edition of the Faculty Employment Handbook and have a record of conduct consistent with professional standards in Appendix A of this document and show sustained growth in all three evaluation areas to be considered for tenure and promotion to Associate Professor, promotion to Professor, and post-tenure review.

The College of Health and Human Sciences is committed to a holistic view of the faculty member in terms of evaluating his/her performance as part of the big picture of the work and accomplishments in all three areas over the review period. In all levels of review, a candidate must show evidence of effective teaching as well as demonstrate proficiency in the two other evaluation areas based on the guidelines. As interprofessional education (IPE) is a valuable component in the education of health and human science professionals, faculty are encouraged to take an active role in promoting and integrating IPE activities into their coursework and other evaluation areas.

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

Teaching

The College of Health and Human 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, peer observation cohorts, and/or workshops and conferences focused on teaching.

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

From the latest edition of the *Faculty Employment Handbook*:

> *Teaching is a complex and reflective human activity that, in a higher education context, is offered in a forum that is advanced, semi-public, and*

essentially critical in nature. No single definition can possibly suffice to cover the range of talents that go into excellent teaching or that could be found across the board in the varied departments and disciplines of an entire 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.,

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

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

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

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

4) ***Instructional Delivery: and Learning Environment:*** *Effective teaching involves the communication of knowledge, experiences, and concepts into a format accessible to students within an inclusive space. Effective instructional delivery ensures that teachers show responsiveness to help students with varying abilities, identities, and lived experiences. They communicate information clearly, use an appropriate*

variety of learner-centered methods and approaches, while using university-supported technological tools, including the institution's learning management system.

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

6) ***Advising in and Beyond the Classroom:*** *To provide guidance for students as they pursue undergraduate and post-baccalaureate education and/or employment, effective advisors interact with students to provide career guidance and information, degree program guidance and information (e.g., advice on an appropriate schedule to facilitate graduation), and answers to questions relating to a discipline. Regularly scheduled office hours must be held during the academic year. In recognition that faculty are available through different modalities and that student-faculty appointments occur outside of office hours, faculty are expected to have a minimum of 20 minutes of office hours per week per one (1) credit hour taught. Thus, faculty teaching 12 credit hours would be expected to have four (4) office hours per week. With the approval of their chair and dean, faculty may conduct some, or all, of their office hours remotely so long as the offering of office hours and the modality through which those office hours are offered are reasonable and effectively meet the needs of students.*

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

Additional criteria for Retention, Tenure and Promotion to Associate Professor for specific departments can be found in Appendix B, C, and D.

1. Content Expertise Conveyed with Effective Pedagogies and Praxis	• Updating courses taught and staying current in information presented in classes.
2. Inclusive Pedagogy	• Embeds teaching practices that prioritize evidence-based learning approaches that empower student reasoning and critical thinking. Some examples include community-based learning, experiential learning, reflective teaching, peer mentoring and collaborative learning.
3. Instructional Design	• Involved in curriculum development and maintenance.
4. Instructional Delivery and Learning Environment	• Demonstrates appropriate and effective use of class delivery to achieve course objectives and student learning outcomes.
	• Receives SRI's that over time reflect student's ratings and comments that are in alignment with department norms. SRI's will be evaluated in a broad context, not based on the numerical score alone because there are many factors that influence SRI scores including but not limited to: teaching a new course or a course for the first time, a shift in pedagogy, and course format (on site, online, or hybrid), class size, response rate, whether a course is upper or lower division, required or elective, etc. All factors will be taken into consideration when evaluating SRI scores. Reviewers will detail the factors that entered into their decision-making process in their respective review letters.
	• Additional (peer or student) evaluations (including formative peer evaluations) may be required by the department.
5 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.
6. Advising	• Faculty are expected to meet with students in ways that meet student needs, by phone, via email, in office, or virtually, and have a minimum of 20 minutes of office hours per week per one (1) credit taught, or additional hours as needed and other requirements for advising. This must include clear instruction on how to make appointments.

	• Uses University wide digital systems for documenting and advising. • Faculty office hours must be posted in the syllabus for all courses.

Scholarly Activities

The College of Health and Human 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. Appendix B, C, and D may include discipline-defined "peers."

We support a broad definition of scholarship which includes the scholarship of teaching and learning, and the scholarship of application as defined in the Boyer model for scholarship. From the latest edition of the *Faculty Employment Handbook*,

> *Scholarly activity broadly represents research, scholarship, and creative work. This involves disciplinary and/or interdisciplinary work that creates new knowledge, develops ideas and frameworks; explores enduring questions, creates or recreates forms of artistic expression; or solves persistent problems.*
>
> *Specific foci include, but are not limited to, the following: advancing knowledge through original research or creative activities; interpreting knowledge within or across disciplines; synthesizing information across disciplines, across topics, or across time; creating scholarship, data, studies, or artifacts from diverse traditions; aiding society or disciplines in addressing problems; community engaged scholarship; or enhancing knowledge of student learning and effective teaching.*
>
> *Faculty scholarly activities can be represented in multiple traditional and non-traditional avenues of knowledge generation, dissemination, discussion and impact.,*
>
> *This work should be disseminated, recognized, and evaluated via peer review by disciplinary scholars, professional organizations, or governmental entities. Additional forms of dissemination can involve artifacts to or for a wider community, including corporations or non-profit organizations.*
>
> *In addition to these scholarly activities, and depending on the specific Department Guidelines, this category may also include sharing scholarship with members of the learned and professional communities, and/or communities beyond the university. Departments may also consider continuing education and professional development activities appropriate to professional status or assignments; and other activities specific to the faculty member's discipline or assigned responsibilities.*

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

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

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

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

- Acceptance of an article in a peer reviewed journal. * Journal articles must be scholarly in nature.
  - Peer-reviewed full-length scholarly papers in conference proceedings meet this standard.
  - Opinion or "popularization of the field" pieces written for professional/practitioner audiences do not meet this standard.
  - Abstracts published in conference proceedings do not meet this standard. **
- Publication of a scholarly book, textbook, instructor's manual that includes

original works (e.g., beyond summaries of chapters, test questions, web links, etc.) or book chapter by a nationally or professionally recognized publisher. *

- Exhibition of creative work(s) in a juried show and/or receipt of an award after being judged by a jury of peers or presentation of creative works in an adjudicated or auditioned performance. Contribution should be noted in the faculty member's narrative or in an annotation in his/her curriculum vita.
- Scholarly writing related to receipt of a competitive grant from a recognized external entity. This could include the writing of a funded grant proposal and/or annual funded grant reports.

Category 2 – Refereed or Invited Presentation

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

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

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

*Publications in predatory or vanity publications or by predatory or vanity presses or self-published works do not meet this standard. Lambert Academic Press (LAP), Green River Technologies, and 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, only if there is evidence that the presentation and publication went through separate peer-review processes.

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

From the latest edition of the *Faculty Employment Handbook*,

> *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.*
>
> *A faculty member's entire service component should, ideally, be balanced and varied across department, college, university, community, and their disciplinary professional organizations. The breadth and level of service in all of these components are not expected to be done at once, rather, spread out over the course of several years and/or promotion cycles.*

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. Examples of service might include (but are not limited to):

1) Committee participation

2) Committee leadership

3) Program or department contributions

4) Board participation

5) Unpaid public service to community and/or professional organizations

6) Contributions to disciplinary associations

7) Contributions to work that furthers structural equity at the level of department, college, university, or broader community

8) Contributions to mission-driven and strategic work that furthers student needs, retention and graduation rates

9) Other considerations

Projects and tasks completed or undertaken on reassigned time will be evaluated in accordance with the three areas of performance delineated above as appropriate, e.g., service activities for which the faculty member received reassigned time will be evaluated as Service.

Faculty that hold specialized experience may be asked to dedicate their full-service component to mission- and strategic planning needs for the institution.

Furthermore, it is important to acknowledge that serving the institution and community for contemporary needs involving equity and inclusion work can involve increased time commitments. This part of faculty work should be delineated in departmental guidelines in a manner that best suits the different disciplines with the colleges.

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

Additional criteria for Retention, Tenure and Promotion to Associate Professor, Promotion to Professor, or Post Tenure Review can be found in Appendix B, C, and D.

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

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

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

Departmental Guidelines for Faculty Evaluation for:

Non-Tenure Track Faculty Eligible for Reappointment, Multi-Year Contract, or Promotion to Senior Lecturer

Departmental Guidelines for Faculty Evaluation for Non-Tenure Track Faculty Eligible for Reappointment, Multi-Year Contract, or Promotion to Senior Lecturer

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

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

The College of Health and Human Sciences is committed to a holistic view of faculty in terms of evaluating his/her performance as part of the big picture of the work and accomplishments of effective teaching. If applicable, Non-Tenure Track faculty shall demonstrate proficiency in the two other evaluation areas based on the guidelines.

Teaching

The College of Health and Human 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, peer observation cohorts, and/or workshops and conferences focused on teaching.

Teaching is the act of creating and maintaining an environment which enhances the opportunities for student learning and discipline-related growth; it includes advising students to facilitate graduation and to transition to post-baccalaureate careers or further educational opportunities.
From the latest edition of the *Faculty Employment Handbook*:

> *Teaching is a complex and reflective human activity that, in a higher education context, is offered in a forum that is advanced, semi-public, and essentially critical in nature. No single definition can possibly suffice to cover the range of talents that go into excellent teaching or that could be found across the board in the varied departments and disciplines of an entire 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.,*
>
> *Effective teachers maintain high academic standards, prepare students for*

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

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

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

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

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

5) ***Assessment:*** *Effective teaching includes the evaluation of students' understanding, application, and analytical acumen of a subject. They design assessment procedures appropriate to course objectives, ensure fairness in student evaluation and grading, and provide constructive feedback on student work.*

Furthermore, effective teachers engage in meaningful self-assessment, that may include peer review, program review, and student feedback. All sources of feedback for a faculty member's teaching ensure the opportunity for continuous improvement and professional development.

6) ***Advising in and Beyond the Classroom:*** *Engaged teachers should be accessible and responsive to students. They provide guidance and feedback related to the materials and concepts presented in their classes, educational environments, or discipline(s). They interact with students to provide connections between their education and meaningful career possibilities and/or continued education. In collaboration with professional advisors in the colleges, they may also provide, degree program guidance, course choices and connections to university resources (financial aid, counseling center, registrar, etc.). Regularly scheduled office hours must be held during the academic year. In recognition that faculty are available through different modalities and that student-faculty appointments occur outside of office hours, faculty are expected to have a minimum of 20 minutes of office hours per week per one (1) credit hour taught. Thus, faculty teaching 15 credit hours would be expected to have five (5) office hours per week. With the approval of their chair and dean, faculty may conduct some, or all, of their office hours remotely so long as the offering of office hours and the modality through which those office hours are offered are reasonable and effectively meet the needs of students.*

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

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

1. Content Expertise Conveyed with Effective Pedagogies and Praxis	• Updating courses taught and staying current in information presented in classes.
2. Inclusive Pedagogy	• Embeds teaching practices that prioritize evidence-based learning approaches that empower student reasoning and critical thinking. Some examples include community-based learning, experiential learning, reflective teaching, peer mentoring and collaborative learning.
3. Instructional Design	• Involved in curriculum development and maintenance.
4. Instructional Delivery and Learning Environment	• Demonstrates appropriate and effective use of class delivery to achieve course objectives.
	• Receives SRI's that over time reflect student's ratings and comments that are in alignment with department norms. SRI's will be evaluated in a broad context, not based on the numerical score alone because there are many factors that influence SRI scores including but not limited to: teaching a new course or a course for the first time, a shift in pedagogy, and course format (on site, online, or hybrid), class size, response rate, whether a course is upper or lower division, required or elective, etc. All factors will be taken into consideration when evaluating SRI scores. Reviewers will detail the factors that entered into their decision-making process in their respective review letters.
	• Additional (peer or student) evaluations (including formative peer evaluations) may be required by the department. • All NTT faculty will be observed, at a minimum, once in the first year of their employment as an NTT faculty member. Beyond this requirement, Departments will delineate in their Departmental Guidelines for NTT Faculty the number and cycle of Peer Observations required for NTT faculty.
5. 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.

6. Advising	• Faculty are expected to meet with students in ways that meet student needs, by phone, via email, in office, or virtually, and have a minimum of 20 minutes per week per one (1) credit hour taught, or additional hours as needed and other requirements for advising. This must include clear instruction on how to make appointments. • Uses University wide digital systems for documenting and advising. • Faculty office hours must be posted in the syllabus for all courses.

Reduced Teaching Load Agreements

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

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

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

Portfolio Development

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

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

Any Non-Tenure Track faculty member who wishes to be reappointed will undergo a review by submitting a Portfolio to the Department Chair. Portfolios will include the following:

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

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

c) *Student Ratings of Instruction per above*

d) *Peer Observations as delineated above*

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

Portfolios will be submitted using the same tool or format as Non-Tenure Track faculty and in accordance with the Academic Calendar.

Departmental Guidelines for Faculty Evaluation for:

Adjunct Faculty

Departmental Guidelines for Faculty Evaluation for Adjunct Faculty

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

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

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

Accreditation/ Department Standards

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

Teaching

The College of Health and Human 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, peer observation cohorts, and/or workshops and conferences focused on teaching.

Teaching is the act of creating and maintaining an environment which enhances the opportunities for student learning and discipline-related growth; it includes advising students to facilitate graduation and to transition to post-baccalaureate careers or further educational opportunities.
From the latest edition of the *Faculty Employment Handbook*:

> *Teaching is a complex and reflective human activity that, in a higher education context, is offered in a forum that is advanced, semi-public, and essentially critical in nature. No single definition can possibly suffice to cover the range of talents that go into excellent teaching or that could be found across the board in the varied departments and disciplines of an entire 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.,

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

1) ***Content Expertise Conveyed with Effective Pedagogies and Praxis:*** *Effective teachers display knowledge of their subject matters in the relevant learning environment (classroom, on-line, hybrid, field work, etc.). They demonstrate their content expertise and/or relevant experience that typically includes proven skills, competencies, and knowledge in discipline(s). This extends to the responsibility of integrating scholarly and professional activities in teaching.*
2) ***Inclusive Pedagogy:*** *Effective teachers employ teaching practices that recognize and demonstrate structural and situational awareness of equity within and beyond the classroom. Consideration should be given to teaching practices rooted in empathy and responsiveness to students' lived experiences. Inclusive pedagogy includes teaching practices that prioritize thoughtful and reflexive evidence- based learning approaches to empower student reasoning and critical thinking.*
3) ***Instructional Delivery and Learning Environment:*** *Effective teaching involves the communication of knowledge, experiences, and concepts into a format accessible to students within an inclusive space. Effective instructional delivery ensures that teachers show responsiveness to help students with varying abilities, identities, and lived experiences. They communicate information clearly, use an appropriate variety of learner-centered methods and approaches, while using university-supported technological tools, including the institution's learning management system.*
4) ***Assessment:*** *Effective teaching includes the evaluation of students' understanding, application, and analytical acumen of a subject. They design assessment procedures appropriate to course objectives, ensure fairness in student evaluation and grading, and provide constructive feedback on student work. Furthermore, effective teachers engage in meaningful self-assessment, that may include peer review, program review, and student feedback. All sources of feedback for a faculty member's teaching ensure the opportunity for continuous*

improvement and professional development.

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

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

1. Content Expertise Conveyed with Effective Pedagogies and Praxis	• Updating courses taught and staying current in information presented in classes.
2. Inclusive Pedagogy	• Uses teaching practices that prioritize evidence-based learning approaches that empower student reasoning and critical thinking. Some examples include community-based learning, experiential learning, reflective teaching, peer mentoring and collaborative learning.
3. Instructional Delivery and Learning Environment	• Demonstrates appropriate and effective use of class delivery to achieve course objectives and student learning outcomes.
	• Receives SRI's that over time reflect student's ratings and comments that are in alignment with department norms. SRI's will be evaluated in a broad context, not based on the numerical score alone because there are many factors that influence SRI scores including but not limited to: teaching a new course or a course for the first time, a shift in pedagogy, and course format (on site, online, or hybrid), class size, response rate, whether a course is upper or lower division, required or elective, etc. All factors will be taken into consideration when evaluating SRI scores. Reviewers will detail the factors that entered into their decision-making process in their respective review letters.
	• Formative peer evaluations may be required by the department. • Departments will specify in the Adjunct Faculty Departmental Guidelines the protocols to follow Peer Observations of Adjunct Faculty. A written record of observations, the format of which will be determined by the Department, should be kept on file in the Department.
4. Assessment	• Actively participates in effective evaluation of individual students, individual courses, and program, as needed.

Criteria for:

Emeritus Status of Faculty

Criteria for Emeritus Status of Faculty

According to MSU Denver's *Faculty Employment Handbook (p24), All faculty who have completed ten years or more of full-time service at the University shall be eligible at the time of their retirement for an emeritus title equivalent to their highest professional rank. Faculty who participate in the transitional retirement program or who continue to teach full-time at the University after retirement are considered to be members of the faculty and therefore are not yet eligible for emeritus* status. *A department chair or any faculty member of the department may nominate faculty for emeritus status. Nominations should be substantiated in terms of length of service, excellence in teaching, and other contributions to the University*.

Once a person is nominated, the Department Chair will substantiate that the nominee has satisfied the requirements above. The nomination must then be endorsed by the majority of the tenured faculty members of the department and by the Dean of the College of Health and Human Sciences, who then will forward the recommendation to the Provost. If the Provost agrees with the nomination, he or she will forward the nomination to the President of the University. If the President concurs, he or she will forward the nomination to the Board of Trustees for final approval.

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

Appendix A: Professional Standards for All Faculty

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

1. Timely performance of responsibilities specified in the faculty member's contract and the Handbook (in accordance with academic and procedural calendars). Timely performance of responsibilities also includes communication with students and grading of student work in a timely manner. Faculty are expected to communicate with and grade student work in a timeframe that is appropriate for the semester length, allowing students to incorporate feedback from grading into future assignments. Refer to departmental-specific policies regarding expectations.

2. Adherence to accepted standards of professional conduct.

3. Faculty shall be responsible for the conduct of assigned classes; shall provide the chair with timely notice should they be unable to conduct class(es); and, pursuant to written departmental policy, shall arrange, when possible, for instruction to be provided when absent - either by a substitute or class assignment.

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

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

6. Faculty shall establish, post, and keep a minimum of 20 minutes of office hours per week per one (1) credit hour taught during each academic term of the regular academic year.

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

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

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

10. Faculty shall attend departmental and other faculty meetings with absence only at approval of department chair.

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

FACULTY SHALL DEMONSTRATE PROFESSIONALISM AND COLLEGIALITY BY MEETING THE FOLLOWING PROFESSIONAL STANDARDS:

1. Timely performance of responsibilities:
   - Grading of student work*:
     - 16-week course - 2-week grading turnaround
     - 8-week course - 1-week grading turnaround
     - 5-week course - 3-4-day grading turnaround
     - 4-week course or shorter – 2-3-day grading turnaround
   - Communication with students:
     - 8-16-week course - 48-hour communication turnaround
     - <8-week course - 24-36-hour communication turnaround

2. Faculty shall make course syllabus and course information available for students to view by the first day of class.

3. University-level commencement and open-house attendance:
   - Departmental events may substitute 1:1 for commencement and open house events

* courses with significant writing-based assessments may require additional time; expectations for those assessments are 150% of the time noted above

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

1. Inclusive Pedagogy: Examples of inclusive pedagogy include:
   - Community engaged learning – a teaching strategy that connects classroom learning with community engagement to address real-world issues
   - Experiential learning – a teaching method that involves students learning by doing and reflecting on their experiences
   - Reflective teaching – a teaching method that involves analyzing one's beliefs and practices to improve teaching and learning
   - Peer mentoring – a teaching strategy where peers share their knowledge, skills, and experiences in a mutually beneficial relationship to help each other grow and develop
   - Collaborative learning – a teaching method where students work together in groups to learn and solve problems
   - Facilitating interprofessional activities that involve learning with and from student in other health profession programs
   - Precepting and/or mentoring students

2. Instructional Design: Examples of involvement in curriculum development and maintenance include:

- New courses
- Variety of courses
- Major overhaul of courses
- Creating online versions of courses
- Programmatic changes
- Development of open educational resources**

3. Advising: Engages in proactive advising and outreach with assigned advisees. Provides advising via alternative venues.*** Examples include:
   - Career/majors fairs
   - Open houses
   - Letters of reference/recommendation
   - Other (e.g., career night, graduate school night, internship meetings)
   - Provides advising on graduate student research projects

** Note that if open educational resources are peer-reviewed they can count towards a publication in the scholarly activity category

***Department of Nutrition acknowledges that all genders, faculty of color, LGBTQ+ faculty, and other historically minoritized faculty groups, and/or faculty working in spaces that advocates for minority groups often finds themselves with increased time commitments serving students that identify with them. As this work is an important part of faculty advising responsibilities, this should be acknowledged in a manner that describes faculty commitment and how it best suits the students' needs. Therefore, the faculty should note the significance and depth of such "invisible advising" in their portfolio.

Appendix C: Additional Criteria for Promotion to Professor

FACULTY SHALL DEMONSTRATE PROFESSIONALISM AND COLLEGIALITY BY MEETING THE FOLLOWING PROFESSIONAL STANDARDS:

1. Timely performance of responsibilities:
   - Grading of student work*:
     - 16-week course - 2-week grading turnaround
     - 8-week course - 1-week grading turnaround
     - 5-week course - 3-4-day grading turnaround
     - 4-week course or shorter – 2-3-day grading turnaround
   - Communication with students:
     - 8-16-week course - 48-hour communication turnaround
     - <8-week course - 24-36-hour communication turnaround

2. Faculty shall make course syllabus and course information available for students to view by the first day of class.

3. University-level commencement and open-house attendance:
   - Departmental events may substitute 1:1 for commencement and open house events

* courses with significant writing-based assessments may require additional time; expectations for those assessments are 150% of the time noted above

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

1. Inclusive Pedagogy: Examples of inclusive pedagogy include:
   - Community engaged learning – a teaching strategy that connects classroom learning with community engagement to address real-world issues
   - Experiential learning – a teaching method that involves students learning by doing and reflecting on their experiences
   - Reflective teaching – a teaching method that involves analyzing one's beliefs and practices to improve teaching and learning
   - Peer mentoring – a teaching strategy where peers share their knowledge, skills, and experiences in a mutually beneficial relationship to help each other grow and develop
   - Collaborative learning – a teaching method where students work together in groups to learn and solve problems
   - Facilitating interprofessional activities that involve learning with and from student in other health profession programs
   - Precepting and/or mentoring students

2. Instructional Design: Examples of involvement in curriculum development and maintenance include:
   - New courses
   - Variety of courses

- Major overhaul of courses
- Creating online versions of courses
- Programmatic changes
- Development of open educational resources**

3. Advising: Engages in proactive advising and outreach with assigned advisees. Provides advising via alternative venues.*** Examples include:
   - Career/majors fairs
   - Open houses
   - Letters of reference/recommendation
   - Other (e.g., career night, graduate school night, internship meetings)
   - Provides advising on graduate student research projects

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***Department of Nutrition acknowledges that all genders, faculty of color, LGBTQ+ faculty, and other historically minoritized faculty groups, and/or faculty working in spaces that advocates for minority groups often finds themselves with increased time commitments serving students that identify with them. As this work is an important part of faculty advising responsibilities, this should be acknowledged in a manner that describes faculty commitment and how it best suits the students' needs. Therefore, the faculty should note the significance and depth of such "invisible advising" in their portfolio.

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

1. Examples of advanced study to stay current in the field or learn new information/skills include:
   - Attendance at meetings, workshops, seminars, or courses
   - New certifications or maintenance of certifications
   - Clinical or professional practice used to enhance teaching or research

FACULTY SHALL DEMONSTRATE PROFESSIONALISM AND COLLEGIALITY BY MEETING THE FOLLOWING PROFESSIONAL STANDARDS:

1. Timely performance of responsibilities:
   - Grading of student work*:
     - 16-week course - 2-week grading turnaround
     - 8-week course - 1-week grading turnaround
     - 5-week course - 3-4-day grading turnaround
     - 4-week course or shorter – 2-3-day grading turnaround
   - Communication with students:
     - 8-16-week course - 48-hour communication turnaround
     - <8-week course - 24-36-hour communication turnaround

2. Faculty shall make course syllabus and course information available for students to view by the first day of class.

3. University-level commencement and open-house attendance:
   - Departmental events may substitute 1:1 for commencement and open house events

* courses with significant writing-based assessments may require additional time; expectations for those assessments are 150% of the time noted above

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

1. Inclusive Pedagogy: Examples of inclusive pedagogy include:
   - Community engaged learning – a teaching strategy that connects classroom learning with community engagement to address real-world issues
   - Experiential learning – a teaching method that involves students learning by doing and reflecting on their experiences
   - Reflective teaching – a teaching method that involves analyzing one's beliefs and practices to improve teaching and learning
   - Peer mentoring – a teaching strategy where peers share their knowledge, skills, and experiences in a mutually beneficial relationship to help each other grow and develop
   - Collaborative learning – a teaching method where students work together in groups to learn and solve problems
   - Facilitating interprofessional activities that involve learning with and from student in other health profession programs
   - Precepting and/or mentoring students

2. Instructional Design: Examples of involvement in curriculum development and maintenance include:
   - New courses
   - Variety of courses
   - Major overhaul of courses
   - Creating online versions of courses

- Programmatic changes
- Development of open educational resources**

3. Advising: Engages in proactive advising and outreach with assigned advisees. Provides advising via alternative venues.*** Examples include:
   - Career/majors fairs
   - Open houses
   - Letters of reference/recommendation
   - Other (e.g., career night, graduate school night, internship meetings)
   - Provides advising on graduate student research projects

** Note that if open educational resources are peer-reviewed they can count towards a publication in the scholarly activity category

***Department of Nutrition acknowledges that all genders, faculty of color, LGBTQ+ faculty, and other historically minoritized faculty groups, and/or faculty working in spaces that advocates for minority groups often finds themselves with increased time commitments serving students that identify with them. As this work is an important part of faculty advising responsibilities, this should be acknowledged in a manner that describes faculty commitment and how it best suits the students' needs. Therefore, the faculty should note the significance and depth of such "invisible advising" in their portfolio.

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

1. Examples of advanced study to stay current in the field or learn new information/skills include:
   - Attendance at meetings, workshops, seminars, or courses
   - New certifications or maintenance of certifications
   - Clinical or professional practice used to enhance teaching or research

Appendix E: Additional Criteria for Non-Tenure Faculty

FACULTY SHALL DEMONSTRATE PROFESSIONALISM AND COLLEGIALITY BY MEETING THE FOLLOWING PROFESSIONAL STANDARDS:

1. Timely performance of responsibilities:
   - Grading of student work*:
     - 16-week course - 2-week grading turnaround
     - 8-week course - 1-week grading turnaround
     - 5-week course - 3-4-day grading turnaround
     - 4-week course or shorter – 2-3-day grading turnaround
   - Communication with students:
     - 8-16-week course - 48-hour communication turnaround
     - <8-week course - 24-36-hour communication turnaround

2. Faculty shall make course syllabus and course information available for students to view by the first day of class.

* courses with significant writing-based assessments may require additional time; expectations for those assessments are 150% of the time noted above

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

1. Inclusive Pedagogy: Examples of inclusive pedagogy include:
   - Community engaged learning – a teaching strategy that connects classroom learning with community engagement to address real-world issues
   - Experiential learning – a teaching method that involves students learning by doing and reflecting on their experiences
   - Reflective teaching – a teaching method that involves analyzing one's beliefs and practices to improve teaching and learning
   - Peer mentoring – a teaching strategy where peers share their knowledge, skills, and experiences in a mutually beneficial relationship to help each other grow and develop
   - Collaborative learning – a teaching method where students work together in groups to learn and solve problems
   - Facilitating interprofessional activities that involve learning with and from student in other health profession programs
   - Precepting and/or mentoring students

2. Instructional Design: Examples of involvement in curriculum development and maintenance include:
   - New courses
   - Variety of courses
   - Major overhaul of courses

   - Creating online versions of courses
   - Programmatic changes
   - Development of open educational resources

3. Advising: Engages in proactive advising and outreach with assigned advisees. Provides advising via alternative venues.** Examples include:
    - Career/majors fairs
    - Open houses
    - Letters of reference/recommendation
    - Other (e.g., career night, graduate school night, internship meetings)
    - Provides advising on graduate student research projects

**Department of Nutrition acknowledges that all genders, faculty of color, LGBTQ+ faculty, and other historically minoritized faculty groups, and/or faculty working in spaces that advocates for minority groups often finds themselves with increased time commitments serving students that identify with them. As this work is an important part of faculty advising responsibilities, this should be acknowledged in a manner that describes faculty commitment and how it best suits the students' needs. Therefore, the faculty should note the significance and depth of such "invisible advising" in their portfolio.

Appendix F: Additional Criteria for Adjunct Faculty

FACULTY SHALL DEMONSTRATE PROFESSIONALISM AND COLLEGIALITY BY MEETING

THE FOLLOWING PROFESSIONAL STANDARDS:

1. Timely performance of responsibilities:
   - Grading of student work*:
     - 16-week course - 2-week grading turnaround
     - 8-week course - 1-week grading turnaround
     - 5-week course - 3-4-day grading turnaround
     - 4-week course or shorter – 2-3-day grading turnaround
   - Communication with students:
     - 8-16-week course - 48-hour communication turnaround
     - <8-week course - 24-36-hour communication turnaround

2. Faculty shall make course syllabus and course information available for students to view by the first day of class.

* courses with significant writing-based assessments may require additional time; expectations for those assessments are 150% of the time noted above

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

1. Inclusive Pedagogy: Examples of inclusive pedagogy include:
   - Community engaged learning – a teaching strategy that connects classroom learning with community engagement to address real-world issues
   - Experiential learning – a teaching method that involves students learning by doing and reflecting on their experiences
   - Reflective teaching – a teaching method that involves analyzing one's beliefs and practices to improve teaching and learning
   - Peer mentoring – a teaching strategy where peers share their knowledge, skills, and experiences in a mutually beneficial relationship to help each other grow and develop
   - Collaborative learning – a teaching method where students work together in groups to learn and solve problems
   - Facilitating interprofessional activities that involve learning with and from student in other health profession programs
   - Precepting and/or mentoring student

Appendix G: Additional Emeritus Status of Faculty

No additional criteria

Appendix H: Approvals

The Attached Departmental Guidelines for the **Department of Nutrition** at Metropolitan State University of Denver are submitted for Approval for the Period of the 2026-2027 Academic Year

Approvals:

Department: Department of Nutrition Date 2/6/2026

Department Vote: 11 (For) 0 (Against) 0 (Abstentions)

Department Chair Prabhdeep Sandha Digitally signed by Prabhdeep Sandha Date: 2026.02.26 08:41:23 -07'00' Date 2/6/2026

Dean Jess Retrum Digitally signed by Jess Retrum Date: 2026.02.27 16:20:34 -07'00' Date 2/27/2026

Provost _____ Date _____