MSU DENVER COLLEGE OF LETTERS, ARTS AND SCIENCES

Department of Sociology and Anthropology

Faculty Evaluation Guidelines

Effective

7/1/2026

Approvals:

Department Chair: Nick Becker Date: 1/30/26

Dean: Date: 2/27/2026

Provost: Date:

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.

SOCIOLOGY AND ANTHROPOLOGY DEPARTMENT EVALUATION GUIDELINES

For Retention, Tenure, Promotion to Associate and Full Professor, Post Tenure Review, and Emeritus Status

MISSION STATEMENT

The Sociology and Anthropology Department (SOAN) provides the support and maintenance of two separate majors: Sociology and Anthropology. The mission of the department is to provide a cooperative, collegial working and learning environment for faculty and students from a diverse urban background. This setting will enable faculty to pursue teaching excellence, provide appropriate academic advising, develop professionally, and serve the college and surrounding community. At the same time, it will give students the opportunity to acquire a thorough understanding of the theories and practices of each discipline, and enable them to prepare for successful careers, post-graduate education and lifelong learning.

CLAS General Standards of Performance: University policies are in the Faculty Employment Handbook, the catalog, and on the policy website. College policies are under the purview of the Dean in consultation with the academic department Chairs. Departmental policies are established by the Chair in consultation with the Dean and their Faculty. To clarify expectations, the College of Letters, Arts and Sciences has established a set of General Standards of Performance for all faculty members within the College. Compliance with CLAS General Standards is a prerequisite to a satisfactory performance rating on faculty evaluations. The General Standards of Performance for the Faculty in the College of Letters, Arts, and Sciences are:

1. Timely performance of responsibilities and other responsibilities as specified in the faculty member's contract, the Faculty Employment Handbook, and in accordance with the academic and procedural calendars including submission of grades by the deadline established by the Registrar.
2. Adherence to accepted standards of professional conduct as established by the Faculty Employment Handbook and AAUP.
3. Faculty are expected to be available by email or phone during their contractual period.
4. Faculty shall be responsible for the conduct of assigned classes and submitting grades by the University deadline; shall provide the chair with timely notice in the event that they cannot conduct a class (or classes); and, pursuant to written departmental policy, shall arrange, when possible, for instruction to be provided when they cannot be present — either by a substitute or by class assignment.
5. During the first week of class faculty shall present to all students attending class a syllabus containing the course description, their grading criteria, CLAS syllabus policies and special notices required by law or institutional policy.

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

7. Full-time faculty shall establish, post, and keep a minimum of 20 minutes per credit hour taught weekly during each academic term of the regular academic year.
8. The normal teaching load for full-time faculty is 24 semester credit hours per academic year.
9. In addition to teaching their classes, full-time faculty members shall prepare for classes, evaluate students' performance, confer with and advise students. Tenure-line faculty will participate in committee work, scholarly activities, service and other appropriate professional activities. Full-time faculty are expected to devote an average of at least 40 hours per week during the contract year to meeting their teaching and other obligations.
10. 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.
11. Faculty shall respond to emails in a timely manner as established by their departmental policies.

RTP and PTR Guidelines for Faculty: Description of Content Areas

Content Expertise:

To demonstrate knowledge and/or relevant professional experience: Effective teachers display knowledge of their subject matter in the relevant learning environment (classroom, on-line, hybrid, field work, etc.). This typically includes the skills, competencies, and expertise in a specific subject area in which the faculty member has received advanced, training, education, or experience. Course materials are reviewed and updated as appropriate, every three years at minimum.

***SOAN Department* Guidelines** accept, but does not limit evaluation to, the following demonstrations of "content expertise":

- Course syllabi are thorough in outlining the scope of content with major topics and subtopics
- Course texts are appropriate for the content of the course
- Course texts are appropriate for level of course
- Supplemental materials contribute to scope and thoroughness of coverage
- Supplemental materials are relevant to the course content
- Courses materials are reviewed and updated, at minimum, every three years as appropriate

Instructional Design:

To re-order and re-organize this expert knowledge / experience for student learning: Effective teachers design course objectives, syllabi, materials, activities, and experiences that are conducive to learning. If faculty members teach General Studies and/or Multicultural courses, those courses will conform to University General Studies and Multicultural requirements.

***SOAN Department* Guidelines** accept, but does not limit evaluation to the following demonstrations of "instructional design":

- Providing catalogue description of course
- Listing course learning objectives
- Linking examinations and assignments to learning objectives

- Organization of course by topic and sub-topic headings
- Calendar of events and due dates
- Policies on grading, academic misconduct, late work, absences, safety
- Announces accommodations for special needs
- Announces availability

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.

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.

***SOAN Department* Guidelines** accept, but does not limit evaluation to the following demonstrations of "Instructional Delivery":

- Lecture
- Interactive teaching
- Lab sessions
- Recitation sessions
- Small group exercises
- Field trips
- Service learning
- Guest speakers
- Independent study courses
- Supplemental instructor assistance
- Tutoring
- Use of technologically assisted media

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.

***SOAN Department* Guidelines** accept, but does not limit evaluation to the following demonstrations of "Instructional Assessment"

- Multiple choice exams
- Problem sets
- In-class exercises
- Research Papers
- Response Papers
- Other Writing assignments

- Individual Student Oral Presentations
- Group Presentation
- In-class exercises
- Research related quantitative analysis
- Research related qualitative analysis

Evaluation of Instruction

Quality of instruction will be assessed using two distinct methods: Student Ratings of Instruction (SRIs) and Peer Observations.

Student Rating of Instruction

All performance reviews shall include Student Ratings of Instruction for each class assigned during the evaluation period. Faculty is required to use the approved "Student Rating of Instruction" form.

Teaching performance will be evaluated based on the teaching done by a faculty member during the review period; faculty, who teach less than 12 credit hours each semester, will not be penalized for performing other critical duties needed by the Department, College, or University. Normally, these responsibilities will be delineated in and accounted for through reassigned time awards and evaluations.

Current SRI Forms indicate that a score of 4.0 denotes a "good" evaluation. In order to meet standards in teaching, 75% of all SRI mean scores should be 4.0 or higher.

The Chair retains the discretion to interpret the meaning of the numbers, particularly in situations where new courses are being offered, online classes are being taught, or a faculty member consistently teaches required core courses for the major.

Peer Observations

Peer observations are an opportunity for faculty members to provide and receive teaching feedback on an informal basis. SOAN requires all faculty seeking tenure and/or promotion to associate professor to have three of their classes reviewed and to review three of their colleague's classes prior to submitting their tenure/promotion portfolio. Faculty members should record the name of the peer observer or of the colleague observed and date of observation. A formative evaluation does not require a written document nor are the results required to be in the portfolio. Candidates should, however, submit documentation that the evaluations took place as part of their portfolio submission.

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.

SOAN Department **Guidelines** accept, but does not limit evaluation to the following demonstrations of "advising":

- Maintain required office hours as previously outlined by the Faculty Employment Handbook.
- Meeting with students during office hours
- Meeting with students outside of office hours
- Communicating with students through email
- Analyzing Degree Audit reports
- Making Degree Audit adjustments
- Developmental advising (e.g. providing career or graduate school information)
- Mentoring students
- Serving as professor of record for independent study students or field experiences
- Working with students seeking an IDP degree
- Individualized curricular advising
- Writing letters of recommendation to assist students in obtaining employment, college scholarships, student awards or admittance to graduate school when appropriate.
- Serving as ongoing advisor for curricular student group

Scholarly Activities

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. In addition to these scholarly activities 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.

Note on conference participation and funding: conference participation is contingent on adequate funding; if adequate funding is not available, faculty members do not have to fulfill this requirement.

Note in regard to scholarly writing: scholarly writing should be evaluated on its merits with no distinction made between single or multiple authorship nor between first authorship or junior authorship. Furthermore, no distinction is made in the field of anthropology or sociology between print and online journals.

***SOAN Department* Guidelines** accept, but does not limit evaluation to the following demonstrations of "Scholarly Activities" Scholarly Writing

- Peer reviewed publications

- Publications in other types of journals
- Book chapters
- Textbooks technical reports written for grants and/or project supervisors
- Applied research reports (e.g. research reports written for community organizations)
- Submission of, but not limited to, any of the items listed above under scholarly writing

Conference participation (regional/ national/international meetings; regional/ national/international symposia)

- Conference presentation
- Conference poster
- Panel discussant
- Roundtable discussant
- Participating in conference workshops

Discipline–oriented research activities

- On-going research, which may result in publication
- Field projects
- Archival document analyses
- Laboratory analyses
- Professional consultation
- Seed development for research feasibility and start-up
- Establishing community relations that lead to future field involvement
- Creating new research capabilities and facilities
- Reviewing grant proposals and scholarly publications
- Writing grant proposals
- Receiving a research grant
- Receiving a grant that enhances pedagogy
- Engaging in and completing a new degree or certification program
- Activities in which the faculty member shares knowledge with members of the learned and professional communities, other than students, and which are related to the faculty member's discipline or area of instruction,
- Continued education and professional development activities appropriate to professional assignments
- Engaging in active scholarly or creative activities that show specific evidence of supporting teaching activities
- Demonstrating the use of specific pedagogical activities that evidence enhanced delivery of content obtained in workshops or professional meetings consulting and applied research reports that enhance teaching
- Serving as refereed journal reviewer
- Consulting at the community, regional or national level providing research information that will benefit community activities
- Text reviewer
- Consulting and applied research reports
- Engaging in and completing a new degree or certification program

- Engaging in self-study, courses, or programs that result in enabling the individual to provide significant additional information to courses or discipline
- Pedagogical research/activities, such as scholarly writing on pedagogical topics, attending pedagogical workshops, attending presentations that update pedagogical knowledge or techniques etc.
- Creating new research capabilities and facilities
- Reviewing grant proposals and scholarly publications
- Engaging in a research capacity for associated professional organizations serving as officers in professional organizations
- Any other relevant activities specific to the faculty member's discipline and/or assigned responsibilities
- Primary/secondary data collection and analysis
- Archival document analyses

Service

Faculty engages 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.

Two distinct types of service are recognized by SOAN: Service to the department and service beyond the department. *Service to the department* includes service to the program (i.e., Sociology or Anthropology) as well as to the broader department. *Service beyond the department* may include service to the college, university, community, and/or profession. Successful candidates must contribute both to the department and beyond the department. Successful contribution beyond the department does not require candidates to conduct service in each of the possible areas (i.e., college, university, community, and profession), but rather that they have demonstrated a significant positive contribution and/or participation in at least one service type in this category. The requirement may also be met with a combination of non-departmental service activities.

Note: Positive contribution is defined as contributing to the successful completion or meaningful resolution of service related projects.

***SOAN Department* Guidelines** accept, but does not limit evaluation to the following demonstrations of "service".

Department Service

- Participates in department committees
- Chairs a department committee
- Participates in special project for committee
- Leads special project for committee
- Guest lecture for department colleague
- Develops a new course (not offered previously in the department) that is going to be taught by another faculty member

- Creates or modifies a department web site
- Develops, implements and documents program modification
- Writes program review narrative
- Participates in program curriculum committee work such as review of omnibus courses; updates Academic Affairs official syllabus that faculty member is not teaching
- Modifies an existing course so that it can be taught in a new format (e.g. online, part-of term courses, winterim, honors)
- Initiates catalog changes for course faculty member does not teach
- Updates Academic Affairs official syllabus for course faculty member does not teach
- Completes extensive modification of materials in course faculty member does not teach

Beyond the Department

College or University Service

- Participates in LAS committees
- Participates as LAS representative on other committees
- Guest lecture for LAS colleague
- Participates in college or university-wide committees
- Guest lecture for colleague outside department and college

Unpaid service to community and/or professional organizations

- Providing pro bono consulting
- Serving as a community board member with responsibilities
- Developing and carrying forward community projects with ongoing heavy involvement
- Serving as volunteer to community agency
- Serving as volunteer to government agency
- Serving as volunteer to professional organization (e.g., conference coordinator or organizer)
- Receiving awards or formal recognition from a community, government, or professional agency or organization
- Serving as officer in a regional or national professional organization
- Serving as ongoing advisor for curricular student group
- Serving as ongoing advisor for local chapter of regional/national/international student organization
- Service learning courses
- Providing discipline oriented project information and outcomes to civic and/or community partners
- Advisory committee membership for civic/community agents

PROMOTION and PTR SCHEDULE:

Associate Professor—a minimum of six years total in rank[1] as Assistant Professor at a regionally accredited baccalaureate-granting institution of higher education, two of which must have been at MSU Denver; the six-year minimum may be relaxed for faculty seeking the award seeking the award of tenure and simultaneous appointment to the rank of Associate Professor during the fourth or fifth probationary year.

Full Professor—a minimum of four years in rank as Associate Professor at a regionally accredited baccalaureate-granting institution of higher education, two of which must have been at MSU Denver. Activities performed prior to achieving the rank of Associate professor may not be applied toward promotion to Full Professor

Post-Tenure Review (PTR)[2] - a comprehensive evaluation of the performance of tenured faculty, conducted on a five-year cycle (since your last comprehensive evaluation), i.e., five years from tenure, five years from promotion to full professor, and/or five years from most recent PTR evaluation. Activities completed during your previous PTR cycle may not be counted toward your current PTR cycle.

[1] In determining years in rank, the current year (year in progress) during which application for promotion is made is counted as a year of service toward the requirement for time in rank.

[2] Faculty may submit a Portfolio for promotion in lieu of a Post Tenure Review if both reviews occur in the same academic year and if time in rank warrants it

Teaching Requirements for Tenure-Track (includes Promotion to Associate), Promotion to Full Professor, and Post-Tenure Review

Content Expertise

Content Expertise	**Beginning of 3rd year, tenure-track**	**Beginning of 6th year, tenure track – includes promotion to Associate Professor**	**Promotion to Full Professor**	**Post Tenure Review**
Meets Expectations	Has demonstrated a pattern of content expertise through a display of basic course materials that reveal currency and relevance to the discipline.	Has demonstrated a pattern of content expertise through a display of basic course materials that reveal currency and relevance to the discipline. --Course has been reviewed and updated every three years at minimum, as appropriate.	Same as beginning of 6th year, tenure track	Same as Beginning of 6th year, tenure track
Needs Improvement	Course work shows deficiencies in content and instructional activities during the evaluation period	Courses lack currency and/or relevance to the discipline. Course have not been reviewed and updated every three years at minimum, as appropriate.	Same as beginning of 6th year, tenure track	Same as beginning of 6th year, tenure track

Instructional Design

Instructional design	**Beginning of 3rd year, tenure-track**	**Beginning of 6th year, tenure-track – includes promotion to Associate Professor**	**Promotion to Full Professor**	**Post Tenure Review**
Meets Expectations	Has demonstrated a pattern of instructional design that consistently links learning objectives to course content, assessment and feedback; and also communicates relevant policies and support services to students within the instructional design	Has demonstrated a pattern of instructional design that consistently links learning objectives to course content, assessment and feedback; and also communicates relevant policies and support services to students within the instructional design.	Same as Beginning of 6th year, tenure track	Same as Beginning of 6th year, tenure-track
Needs Improvement	Has demonstrated a pattern of instructional design that lacks learning objectives, or is deficient in linking learning objectives to course content, assessment and feedback.	Has demonstrated a pattern of instructional design that lacks learning objectives, or is deficient in linking learning objectives to course content, assessment and feedback.	Has demonstrated a pattern of instructional design that lacks learning objectives, or is deficient in linking learning objectives to course content, assessment and feedback.	Has demonstrated a pattern of instructional design that lacks learning objectives, or is deficient in linking learning objectives to course content, assessment and feedback.

Instructional Delivery

Instructional delivery	**Beginning of 3rd year, tenure track**	**Beginning of 6th year, tenure-track – includes promotion to Associate Professor**	**Promotion to Full Professor**	**Post Tenure Review**
Meets Expectations	Uses a variety of teaching methods as appropriate beyond lecture style to support different learning styles and learning development. Attempts to assist students with documented disabilities as appropriate for the course requirements.	Uses a variety of teaching methods as appropriate beyond lecture style to support different learning styles and learning development. Attempts to assist students with documented disabilities as appropriate for the course requirements.	Uses a variety of teaching methods as appropriate beyond lecture style to support different learning styles and learning development. Attempts to assist students with documented disabilities as appropriate for the course requirements.	Uses a variety of teaching methods as appropriate beyond lecture style to support different learning styles and learning development. Attempts to assist students with documented disabilities as appropriate for the course requirements.
Needs Improvement	Does not vary from lecture format and does not adapt to different student learning styles.	Does not vary from lecture format and does not adapt to different learning styles	Does not vary from lecture format and does not adapt to different learning styles	Does not vary from lecture format and does not adapt to different learning styles.

Instructional Assessment

Instructional assessment	**Beginning of 3rd year, tenure-track**	**Beginning of 6th year, tenure-track – includes promotion to Associate Professor**	**Promotion to Full Professor**	**Post Tenure Review**
Meets Expectations	Provides appropriate qualitative and/or quantitative assessment of students' work to help them improve their mastery of course material. This includes a minimum of one critiqued, writing-based assessment during the term and periodic, constructive feedback throughout the term for courses. Feedback should be provided in a timely manner (usually within two weeks) after the due date of an assignment. Complies and assists with program assessment and general studies assessment as requested.	Provides appropriate qualitative and/or quantitative assessment of students' work to help them improve their mastery of course material. This includes a minimum of one critiqued, writing-based assessment during the term and periodic, constructive feedback throughout the term for courses. Feedback should be provided in a timely manner (usually within two weeks) after the due date of an assignment. Complies and assists with program assessment and general studies assessment as requested.	Provides appropriate qualitative and/or quantitative assessment of students' work to help them improve their mastery of course material. This includes a minimum of one critiqued, writing-based assessment during the term and periodic, constructive feedback throughout the term for courses. Feedback should be provided in a timely manner (usually within two weeks) after the due date of an assignment. Complies and assists with program assessment and general studies assessment as requested.	Provides appropriate qualitative and/or quantitative assessment of students' work to help them improve their mastery of course material. This includes a minimum of one critiqued, writing based assessment during the term and periodic, constructive feedback throughout the term for courses. Feedback should be provided in a timely manner (usually within two weeks) after the due date of an assignment. Complies and assists with program assessment and general studies assessment as requested.
Needs Improvement	No evidence of writing based assessment; assessment formats that are inappropriate for the course level; absence of or insufficient feedback on students' performance.	No evidence of writing based assessment; assessment formats that are inappropriate for the course level; absence of or insufficient feedback on students' performance.	No evidence of writing-based assessment; assessment formats that are inappropriate for the course level; absence of or insufficient feedback on students' performance.	No evidence of writing-based assessment; assessment formats that are inappropriate for the course level; absence of or insufficient feedback on students' performance.

Evaluation of Instructor

Evaluation of Instruction– student rating of instruction (SRIs)	**Beginning of 3rd year, tenure-track**	**Beginning of 6th year, tenure-track – includes promotion to Associate Professor**	**Promotion to Full Professor**	**Post Tenure Review**
Meets Expectations	75% of all SRI mean scores are 4.0 or higher	75% of all SRI mean scores are 4.0 or higher	75% of all SRI mean scores are 4.0 or higher.	75% of all SRI mean scores are 4.0 or higher
Needs Improvement	More than 25% of all SRI scores are below 4.0	More than 25% of all SRI scores are below 4.0	More than 25% of all SRI scores are below 4.0	More than 25% of all SRI scores are below 4.0

* If more than 25% of SRIs drop below the 4.0 benchmark, candidates' narratives must address the issue.

Instructional Peer Observations

Evaluation of Instruction – peer observations	**Beginning of 3rd year, tenure-track**	**Beginning of 6th year, tenure-track – includes promotion to Associate Professor**	**Promotion to Full Professor**	**Post Tenure Review**
Meets Expectations	2 observations of the candidate and one by the candidate before year 3	3 observations of the candidate and 3 by the candidate	None Required	None required
Needs Improvement	Fewer than 2 observations of the candidate and one by the candidate	Fewer than 3 observations of the candidate and 3 by the candidate	None Required	None required

Advising

Advising	**Beginning of 3rd year, tenure-track**	**Beginning of 6th year, tenure-track – includes promotion to Associate Professor**	**Promotion to Full Professor**	**Post Tenure Review**
Meets Expectations	Works regularly and in a timely manner with students, in relation to the types of activities noted in the description, and fulfills office hour requirements – 5 hours per week in the fall and spring semesters.	Works regularly and in a timely manner with students, in relation to the types of activities noted in the description, and fulfills office hour requirement– 5 hours per week in the fall and spring semesters s.	Works regularly and in a timely manner with students, in relation to the types of activities noted in the description, and fulfills office hour requirements– 5 hours per week in the fall and spring semesters.	Works regularly and in a timely manner with students, in relation to the types of activities noted in the description, and fulfills office hour requirements– 5 hours per week in the fall and spring semesters.
Needs Improvement	Does not fulfill office hours requirements (< 20 minutes per credit hour taught per week in the fall and spring semesters) and/or does not work with students, in relation to the types of activities noted in the description, in a timely or professional manner.	Does not fulfill office hours requirements (< 20 minutes per credit hour taught per week in the fall and spring semesters) and/or does not work with students, in relation to the types of activities noted in the description, in a timely or professional manner.	Does not fulfill office hours requirements (< 20 minutes per credit hour taught per week in the fall and spring semesters) and/or does not work with students, in relation to the types of activities noted in the description, in a timely or professional manner.	Does not fulfill office hours requirements (< 20 minutes per credit hour taught per week in the fall and spring semesters) and/or does not work with students, in relation to the types of activities noted in the description, in a timely or professional manner.

Scholarly Activities Requirements for Tenure-Track (includes Promotion to Associate) - Promotion to Full Professor, and Post-Tenure Review

Scholarly Activity

Scholarly Activity	Beginning of 3rd year, tenure-track	Beginning of 6th year, tenure track – includes promotion to Associate Professor	Promotion to Full Professor	Post Tenure Review
Meets Expectations	a) Conference Presentations: One conference presentation or equivalent (this includes podium presentation, panel presentation, roundtable presentation, workshop, and poster presentation). AND b) Scholarly Writing: evidence of progress in producing scholarly writing. AND (c) Discipline-oriented research activities: evidence of discipline-related research activities.	a) Scholarly Writing: 1 piece of scholarly writing that has undergone some type of peer review process and has been published (or accepted for publication). AND b) Conference Participation: Two conference presentations or equivalent (this includes podium presentation, panel presentation, roundtable presentation, workshop, and poster presentation). AND (c) Discipline-oriented research activities: Evidence of consistent involvement in discipline-oriented research activities	a) Scholarly Writing: 1 piece of scholarly writing that has undergone some type of peer review process and has been published (or accepted for publication). AND b) Conference Participation: Two conference presentations or equivalent (this includes podium presentation, panel presentation, roundtable presentation, workshop, and poster presentation). AND (c) Discipline oriented research activities: Evidence of consistent involvement in discipline-oriented research activities	Conference Presentations: One conference presentation or equivalent.

Need Improvement: continues on next page

Needs Improvement	a) Conference Presentation: No evidence of conference presentations or equivalent OR (b) Scholarly Writing: no evidence of progress in producing scholarly writing. OR c) Discipline-oriented research activities: No evidence of engagement in discipline-oriented activities.	a) Scholarly Writing: Did not complete 1 piece of scholarly writing that has undergone some type of peer-review process and has been published (or accepted for publication). OR b) Conference Participation: Fewer than two conference presentations or equivalent (this includes podium presentation, panel presentation, roundtable presentation, workshop, and poster presentation). OR c) Discipline-oriented research activities: No evidence of consistent involvement in discipline oriented research activities.	a) Scholarly Writing: Did not complete 1 piece of scholarly writing that has undergone some type of peer-review process and has been published (or accepted for publication). OR b) Conference Participation: Fewer than two conference presentations or equivalent (this includes podium presentation, panel presentation, roundtable presentation, workshop, and poster presentation). OR c) Discipline-oriented research activities: No evidence of consistent involvement in discipline-oriented research activities.	Conference Presentation: No evidence of conference presentations or equivalent.

Service Requirements for Tenure-Track (includes Promotion to Associate)-- Promotion to Full Professor, and Post-Tenure Review

Service

Service	Beginning of 3rd year, tenure-track	Beginning of 6th year, tenure-track – includes promotion to Associate Professor	Promotion to Full Professor	Post Tenure Review
Meets Expectations	Positively contributes* to and/or participates in department service and activities related to program major and minor. **AND** Provides evidence of service activities beyond the department and program (can include running for committee positions).	Positively contributes* to and/or participates in both department service and activities related to program major and minor. **AND** Positively contributes to service beyond the department (e.g., college, university, professional organizations, and/or to the larger community related to disciplinary experience.	Positively contributes* to and/or participates in both department service and activities related to program major and minor. **AND** Positively contributes to service beyond the department (e.g., college, university, professional organizations, and/or to the larger community related to disciplinary experience.	Positively contributes* to and/or participates in both department service and activities related to program major and minor. **AND** Positively contributes to service beyond the department (e.g., college, university, professional organizations, and/or to the larger community related to disciplinary experience.
Needs Improvement	Little or no evidence of involvement with department and program service. No effort to perform service outside the department.	Little or no evidence of involvement within the department and program Little or no involvement beyond the department	Little or no evidence of involvement within the department and program Little or no involvement beyond the department	Little or no evidence of involvement within the department and program Little or no involvement beyond the department

*positively contributes/participates is defined as contributing to/participating in the successful completion or meaningful resolution of service related projects.

Emeritus Status Guidelines

To be considered for emeritus status, the department of Sociology and Anthropology adheres to the Faculty Employment Handbook requirements of:

- Has completed ten years or more of full-time service at the University;
- Faculty who participate in the transitional retirement program or who continue to teach fulltime at the University after retirement are considered to be members of the faculty and therefore are not yet eligible for emeritus status;
- Must be nominated by the department chair or any faculty member in the department of Sociology and Anthropology;
- The nomination should be substantiated in terms of length of service, excellence in teaching, and other contributions to the University;
- The nomination must be endorsed by a majority of the tenured members of the Sociology and Anthropology department.

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

SOCIOLOGY AND ANTHROPOLOGY DEPARTMENT EVALUATION GUIDELINES

For Category II Faculty reappointment and promotion to senior lecturer

MISSION STATEMENT

The Sociology and Anthropology Department (SOAN) provides the support and maintenance of two separate majors: Sociology and Anthropology. The mission of the department is to provide a cooperative, collegial working and learning environment for faculty and students from a diverse urban background. This setting will enable faculty to pursue teaching excellence, provide appropriate academic advising, develop professionally, and serve the college and surrounding community. At the same time, it will give students the opportunity to acquire a thorough understanding of the theories and practices of each discipline, and enable them to prepare for successful careers, post-graduate education and lifelong learning.

Contractual Responsibilities: The faculty member must meet the contractual responsibilities defined in the Faculty Employment Handbook, set forth by the Board of Trustees. Additionally, it is the faculty member's responsibility to be aware of, and comply with, any revisions to that document. Category II faculty are subject to the norms and expectations of academic freedom befitting an institution of higher education. Furthermore, they serve as contingent faculty appointed for defined terms. Category II faculty are hired most often to teach full-time under contracts of a duration from between one and three years; Category II faculty are eligible for reappointment at the discretion of the Dean and Department Chair, respectively.
Decisions to reappoint are based upon the needs of the department or program, and also take into consideration the candidate's qualifications and performance. Performance evaluation, therefore, is done in part to support reappointment decisions and in part to foster improvement among Category II faculty members.

Submissions of Portfolios:

Category II Faculty

I. Student Ratings of Instruction: Student Ratings of Instruction (SRIs) for courses taught by Category II faculty will be administered consistent with the practice for tenure-line faculty as outlined in the Faculty Employment Handbook.

II. Performance measures in addition to SRIs are warranted to ensure that reappointment decisions are based on multiple appropriate sources of reliable data. They should be included in the one page narrative statement.

III. Peer Observations:

a. Peer Observations may be used for either summative or formative purposes.

(1) All Category II faculty will be observed, at a minimum, once in the first year of their employment as a Category II faculty member. (2) Beyond this requirement, Departments will delineate in their Department Guidelines for Category II Faculty the number, type (summative or formative), and cycle of Peer Observations required for Category II faculty. Additionally, subsequent observation(s) may be required if there are indications that they are needed. Such indications may be, but are not limited to, low SRI scores, student comments on SRIs, or student comments or concerns brought to the Chair's attention.

a. For reappointment, the SOAN Department requires one formative observation every five years in addition to the observation in the first year of employment
b. For promotion to senior lecturer, the SOAN Department requires two additional observations included in the portfolio application for promotion: one by the department chair and one by a tenure/tenure-track faculty member within the department

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

IV. 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, should be noted in the first paragraph of the statement.

(3) Annotated *Curriculum Vitae* (see Chapter V for definition of Annotated *Curriculum Vitae*) for a minimum of the past 5 years

(4) Student Ratings of Instruction as indicated above

(5) Peer Observations as delineated above

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

(a.) For reappointment and/or promotion to senior lecturer, the SOAN department requires inclusion in the faculty member's portfolio **one example of each** of the following: course syllabus, course assignment, assessment (test, quiz), evidence of how the course content is current (updated lectures, assignments etc…)

(b.) For **promotion to senior lecturer only**, the SOAN department requires the inclusion of two additional peer observations: one by the department chair and one by a tenure/tenure-track faculty member within the department

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

V. Reappointment Recommendations

(1) The Department Chair will evaluate the Portfolio and write a letter – not to exceed two pages – recommending retention or non-retention to the Dean;

(2) The Dean will evaluate the Portfolio and the Department Chair's recommendation, and determine if the Category II faculty member should be reappointed.

(3) If either the Department Chair or the Dean recommends non-retention, the Portfolio and recommendations will be submitted to the Provost for a final decision regarding retention. All letters and decisions will become part of the Category II faculty member's Portfolio and will be submitted in accordance with the Academic Calendar.

VI. The SOAN Department requires Category II faculty to engage in minimally 2 hours per academic year of faculty development to enhance their teaching. This could include training offered through the Center for Faculty Development, peer observations of other full-time faculty courses to observe teaching styles, or various other pedagogical workshops.

a. Note that this requirement was not in place prior to Spring 2014, and thus, those faculty members seeking reappointment in Spring 2014 will not be required to demonstrate faculty development activities.
b. This requirement will take effect beginning Fall 2014.

Promotion to Senior Lecturer: The Lecturer must satisfy the conditions for promotion to Senior Lecturer established in Chapter VI of the Faculty Employment Handbook. These include specifically the following criteria:

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;

In addition to the Faculty Employment Handbook criteria, faculty members seeking promotion to Senior Lecturer should also have achieved each of the following benchmarks:

1. Participation in curriculum development (may include for faculty's own courses)
2. Taught a variety of courses
3. At least 80% of SRIs are above 4.0
4. Two additional observations to be included in the portfolio application for promotion: one by the department chair and one by a tenure/tenure-track faculty member within the department
5. Received positive peer evaluations

If the faculty member meets the above stated criteria for promotion, (s)he may initiate the process for promotion in accordance with the following steps:

1. The faculty member will make a request for promotion to the Department Chair and submit a Portfolio as described above for comprehensive review;
2. The Department Chair will submit the recommendation for or against promotion to the Dean;
3. The Dean will submit a recommendation for or against promotion to the Provost; and
4. The Provost will approve or disapprove the recommendation for promotion.

The areas of evaluation are defined by the Sociology and Anthropology Department (SOAN) in the following section:

Teaching

Content Expertise:

To demonstrate knowledge and/or relevant professional experience: Effective teachers display knowledge of their subject matter in the relevant learning environment (classroom, on-line, hybrid, field work, etc.). This typically includes the skills, competencies, and expertise in a specific subject area in which the faculty member has received advanced, training, education, or experience. Course materials are reviewed and updated as appropriate, every three years at a minimum.

***SOAN Department* Guidelines** accept, but does not limit evaluation to, the following demonstrations of "content expertise":

- Course syllabi are thorough in outlining the scope of content with major topics and subtopics

- Course texts are appropriate for the content of the course
- Course texts are appropriate for level of course
- Supplemental materials contribute to scope and thoroughness of coverage
- Supplemental materials are relevant to the course content
- Courses materials are reviewed and updated, at minimum, every three years as appropriate

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.

Instructional Design:

To re-order and re-organize this expert knowledge / experience for student learning: Effective teachers design course objectives, syllabi, materials, activities, and experiences that are conducive to learning. If faculty members teach General Studies and/or Multicultural courses, those courses will conform to University General Studies and Multicultural requirements.

***SOAN Department* Guidelines** accept, but does not limit evaluation to the following demonstrations of "instructional design":

- Providing catalogue description of course
- Listing course learning objectives
- Linking examinations and assignments to learning objectives
- Organization of course by topic and sub-topic headings
- Calendar of events and due dates
- Policies on grading, academic misconduct, late work, absences, safety
- Announces accommodations for special needs
- Announces availability

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.

***SOAN Department* Guidelines** accept, but does not limit evaluation to the following demonstrations of "Instructional Delivery":

- Lecture
- Interactive teaching
- Lab sessions
- Recitation sessions
- Small group exercises
- Field trips
- Service learning
- Guest speakers
- Independent study courses
- Supplemental instructor assistance
- Tutoring
- Use of technologically assisted media

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.

***SOAN Department* Guidelines** accept, but does not limit evaluation to the following demonstrations of "Instructional Assessment"

- Multiple choice exams
- Problem sets
- In-class exercises
- Research Papers
- Response Papers
- Other Writing assignments
- Individual Student Oral Presentations
- Group Presentation
- In-class exercises
- Research related quantitative analysis
- Research related qualitative analysis

Evaluation of Instruction

Quality of instruction will be assessed using two distinct methods: Student Ratings of Instruction (SRIs) and Peer Observations.

Student Rating of Instruction

All performance reviews shall include Student Ratings of Instruction for each class assigned during the evaluation period. Faculty is required to use the approved "Student Rating of Instruction" form.

- Should a faculty member receive low SRIs (below 4.00) in a semester, a remediation plan will be implemented, which may include (but is not limited to) mandating that the

faculty member take specific courses through the Center for Faculty Development, observe fellow instructors, and/or participate in other types of pedagogical training. Consistently low SRIs may delay promotion. Failure to demonstrate improvement after remediation may result in the faculty member not being re-appointed to the position.

Teaching performance will be evaluated based on the teaching done by a faculty member during the review period; CAT II faculty, who teach less than 15 credit hours each semester, will not be penalized for performing other critical duties needed by the Department, School, or College. Normally, these responsibilities will be delineated in and accounted for through reassigned time awards and evaluations.

The Chair retains the discretion to interpret the meaning of the numbers, particularly in situations where new courses are being offered, online classes are being taught, or a faculty member consistently teaches required core courses for the major.

Peer Observations

All CAT II faculty members are required to obtain at least one peer observation within the first year of employment. In addition to this requisite observation, SOAN also requires CAT II faculty members to obtain one observation every five years (or 10 semesters of work, excluding summer semesters) thereafter. **Furthermore, for promotion to senior lecturer, SOAN requires two additional observations to be included in the faculty member's portfolio, one by the department chair and one by a tenured faculty member within the department.**

- Should a faculty member receive a negative observation, the faculty member may request a second observation by either the same observer or a different observer. Two negative observations will result in a remediation plan, which may include (but is not limited to) mandating that the faculty member take specific courses through the Center for Faculty Development, observe fellow instructors, and/or participate in other types of pedagogical training. Negative observations may delay promotion. Failure to demonstrate improvement after remediation may result in the faculty member not being re-appointed to the position.

*Advising in and Beyond the Classroom; Scholarly Activities; Service – these are not required activities for Category II faculty members.**

Teaching Requirements for Category II faculty

Content Expertise

Content Expertise	**CAT II Faculty Reappointment**	**CAT II faculty Promotion to senior lecturer**
Meets Expectations	Has demonstrated a pattern of content expertise through a display of basic course materials that reveal currency and relevance to the discipline.	Has demonstrated a pattern of content expertise through a display of basic course materials that reveal currency and relevance to the discipline. --Course has been reviewed and updated every three years at minimum, as appropriate.
Needs Improvement	Course work shows deficiencies in content and instructional activities during the evaluation period.	Courses lack currency and/or relevance to the discipline. Courses have not been reviewed and updated every three years at minimum, as appropriate.

Instructional Design

Instructional design	**CAT II Reappointment**	**CAT II Promotion to senior lecturer**
Meets Expectations	Has demonstrated a pattern of instructional design that consistently links learning objectives to course content, assessment and feedback; and also communicates relevant policies and support services to students within the instructional design	Has demonstrated a pattern of instructional design that consistently links learning objectives to course content, assessment and feedback; and also communicates relevant policies and support services to students within the instructional design.
Needs Improvement	Has demonstrated a pattern of instructional design that lacks learning objectives, or is deficient in linking learning objectives to course content, assessment and feedback.	Has demonstrated a pattern of instructional design that lacks learning objectives, or is deficient in linking learning objectives to course content, assessment and feedback.

Instructional Delivery

Instructional delivery	**CAT II faculty Reappointment**	**CAT II faculty promotion to senior lecturer**
Meets Expectations	Uses a variety of teaching methods as appropriate beyond lecture style to support different learning styles and learning development	Uses a variety of teaching methods as appropriate beyond lecture style to support different learning styles and learning development

Needs Improvement	Does not vary from lecture format and does not adapt to different learning styles	Does not vary from lecture format and does not adapt to different learning styles

Instructional Assessment

Instructional assessment	**CAT II faculty Reappointment**	**CAT II faculty promotion to senior lecturer**
Meets Expectations	Provides appropriate qualitative and/or quantitative assessment of students' work to help them improve their mastery of course material. This includes a minimum of one critiqued, writing-based assessment during the term and periodic, constructive feedback throughout the term for courses	Provides appropriate qualitative and/or quantitative assessment of students' work to help them improve their mastery of course material. This includes a minimum of one critiqued, writing-based assessment during the term and periodic, constructive feedback throughout the term for courses.
Needs Improvement	No evidence of writing-based assessment; assessment formats that are inappropriate for the course level; absence of or insufficient feedback on students' performance.	No evidence of writing-based assessment; assessment formats that are inappropriate for the course level; absence of or insufficient feedback on students' performance.

Evaluation of Instructor

Evaluation of Instruction– student rating of instruction (SRIs)	**CAT II faculty Reappointment**	**CAT II faculty promotion to senior lecturer**
Meets Expectations	Pattern of "Student Ratings of Instruction" of above 4.00 for each of their courses.	Pattern of "Student Ratings of Instruction" of above 4.00 for each of their courses.
Needs Improvement	Pattern of "Student Ratings of Instruction" falls below 4.00.	Pattern of "Student Ratings of Instruction" falls below 4.00.

Instructional Peer Observations

Evaluation of Instruction – peer observations	**CAT II faculty Reappointment**	**CAT II faculty promotion to senior lecturer**
Meets Expectations	1 observation required in the first year of employment; 1 observation every five years thereafter.	In addition to the observation required during the first year, two additional observations, one by the department chair and one by a tenured faculty member are required for promotion.
Needs Improvement	Less than the required number of observations as stated in Meets Expectations	Less than the required number of observations as stated in Meets Expectations

***Advising, Scholarly Activities, and Service are not required for CAT II faculty members. Category II faculty members who receive a reduction in teaching load in order to engage in Advising, Scholarly Activities, or Service will state the goals of the activity in their application and will be evaluated based on the stated goals and evaluation methods in the application.**

SOCIOLOGY AND ANTHROPOLOGY

DEPARTMENT EVALUATION GUIDELINES

For Category III (Affiliate) faculty evaluation

MISSION STATEMENT

The Sociology and Anthropology Department (SOAN) provides the support and maintenance of two separate majors: Sociology and Anthropology. The mission of the department is to provide a cooperative, collegial working and learning environment for faculty and students from a diverse urban background. This setting will enable faculty to pursue teaching excellence, provide appropriate academic advising, develop professionally, and serve the college and surrounding community. At the same time, it will give students the opportunity to acquire a thorough understanding of the theories and practices of each discipline, and enable them to prepare for successful careers, post-graduate education and lifelong learning.

Contractual Responsibilities: The faculty member must meet the contractual responsibilities defined in the Faculty Employment Handbook, set forth by the Board of Trustees. Additionally, it is the faculty member's responsibility to be aware of, and comply with, any revisions to that document. Category III faculty (referred to as Affiliate) are subject to the norms and expectations of academic freedom befitting an institution of higher education. Furthermore, they serve as contingent faculty appointed for defined terms. Affiliate faculty are hired to teach on a per-credit-hour basis for specific classes, as needed, usually on a semester-by-semester basis. Affiliate faculty are eligible for reappointment at the discretion of the Dean and Department Chair, respectively. Decisions to reappoint are based upon the needs of the department or program, and also take into consideration the candidate's qualifications and performance. Performance evaluation, therefore, is done in part to support reappointment decisions and in part to foster improvement among Affiliate faculty members.

Affiliate Category III Faculty

I. Student Ratings of Instruction: Student Ratings of Instruction (SRIs) for courses taught by Category III faculty will be administered consistent with the practice for tenure- line faculty as outlined in Faculty Employment Handbook. a. Performance measures in addition to SRIs are warranted to ensure that reappointment decisions are based on multiple appropriate sources of reliable data. The faculty member should submit all course syllabi and any other materials the department requests.

    i. The SOAN Department requires all Category III faculty members to submit their course syllabi for all courses taught to the department at the beginning of each semester of employment.

ii. The SOAN Department requires all Category III faculty members to submit **one example of each of the following documents** from every course they teach: course assignment, course assessment tool (test or quiz)

II. Peer Observations:
   a. Peer Observations may be used for either summative or formative purposes. Only Summative Peer Observations **must** be included in evaluations unless otherwise required by the department.
   b. All Category III faculty will be observed, at a minimum, once in the first semester of their employment as a Category III faculty member.
   c. Beyond this requirement, Departments will delineate in their Department Guidelines for Category III Faculty the number, type (summative or formative), and cycle of Peer Observations required for Category III faculty.
      i. The SOAN department requires Category III faculty members to receive a formative observation once every ten (10) semesters of work (summers excluded). If the Affiliate faculty member has not been employed at MSU Denver for a period of six (6) consecutive semesters or more, (s)he is required to receive a formative observation during the semester following a new appointment.

III. The SOAN Department requires Category III faculty to engage in 2 - 5 hours per academic year of faculty development to enhance their teaching. This could include training offered through the Center for Faculty Development, peer observations of fulltime faculty courses, or various other pedagogical workshops.

The areas of evaluation are defined by the Sociology and Anthropology Department (SOAN) in the following section:

Teaching *Content Expertise:*

To demonstrate knowledge and/or relevant professional experience: Effective teachers display knowledge of their subject matter in the relevant learning environment (classroom, on-line, hybrid, field work, etc.). This typically includes the skills, competencies, and expertise in a specific subject area in which the faculty member has received advanced, training, education, or experience. Course materials are reviewed and updated as appropriate, every three years at minimum.

***SOAN Department* Guidelines** accept, but does not limit evaluation to, the following demonstrations of "content expertise":

- Course syllabi are thorough in outlining the scope of content with major topics and subtopics
- Course texts are appropriate for the content of the course
- Course texts are appropriate for level of course
- Supplemental materials contribute to scope and thoroughness of coverage
- Supplemental materials are relevant to the course content
- Courses materials are reviewed and updated, at minimum, every three years as appropriate

Instructional Design:

To re-order and re-organize this expert knowledge / experience for student learning: Effective teachers design course objectives, syllabi, materials, activities, and experiences that are conducive to learning. If faculty members teach General Studies and/or Multicultural courses, those courses will conform to University General Studies and Multicultural requirements.

***SOAN Department* Guidelines** accept, but does not limit evaluation to the following demonstrations of "instructional design":

- Providing catalogue description of course
- Listing course learning objectives
- Linking examinations and assignments to learning objectives
- Organization of course by topic and sub-topic headings
- Calendar of events and due dates
- Policies on grading, academic misconduct, late work, absences, safety
- Announces accommodations for special needs
- Announces availability

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.

***SOAN Department* Guidelines** accept, but does not limit evaluation to the following demonstrations of "Instructional Delivery":

- Lecture
- Interactive teaching
- Lab sessions
- Recitation sessions
- Small group exercises
- Field trips
- Service learning
- Guest speakers
- Independent study courses
- Supplemental instructor assistance
- Tutoring
- Use of technologically assisted media

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.

***SOAN Department* Guidelines** accept, but does not limit evaluation to the following demonstrations of "Instructional Assessment"

- Multiple choice exams
- Problem sets
- In-class exercises
- Research Papers
- Response Papers
- Other Writing assignments
- Individual Student Oral Presentations
- Group Presentation
- In-class exercises
- Research related quantitative analysis
- Research related qualitative analysis

Evaluation of Instruction

Quality of instruction will be assessed using two distinct methods: Student Ratings of Instruction (SRIs) and Peer Observations.

Student Rating of Instruction

All performance reviews shall include Student Ratings of Instruction for each class assigned during the evaluation period. Faculty is required to use the approved "Student Rating of Instruction" form.

Teaching performance will be evaluated based on the teaching done by a faculty member during the review period; faculty, who teach less than 12 credit hours each semester, will not be penalized for performing other critical duties needed by the Department, School, or College. Normally, these responsibilities will be delineated in and accounted for through reassigned time awards and evaluations.

The Chair retains the discretion to interpret the meaning of the numbers, particularly in situations where new courses are being offered, online classes are being taught, or a faculty member consistently teaches required core courses for the major.

- **Should a faculty member receive low SRIs (below 4.00) in a semester, a remediation plan will be implemented, which may include (but is not limited to) mandating that the faculty member take specific courses through the Center for Faculty Development, observe fellow instructors, and/or participate in other types of pedagogical training. Failure to demonstrate improvement after remediation may result in the faculty member not being re-appointed.**

Peer Observations

There are two distinct types of peer observations: summative and formative. All CAT II faculty members are required by the Faculty Employment Handbook to obtain at least one summative peer observation within the first year of employment. CAT III faculty members are required to obtain one summative peer observation within the first semester of employment. In addition to

the requisite summative observation, SOAN also requires CAT III faculty members to obtain one formative observation every five years (or 10 semesters of work, excluding summer semesters) thereafter.

Summative Peer Observations: CAT III faculty members are required to obtain at least one summative peer observation within the first semester of work. A colleague trained in the peer observation process will conduct this summative evaluation. This colleague may be a trained observer from within the same department as the faculty member. The results of the peer observation must be included in the materials the faculty member submits for review.

Formative Peer Observations: These provide an opportunity for the faculty member to receive teaching feedback on an informal basis. Faculty member should record the name of the peer observer and date of observation. The results of the observations should be included in the materials the faculty member submits for review

- **Note that should there be an insufficient number of trained summative peer observers available to complete any required summative observation due to factors beyond the faculty members' control, a formative observation conducted by the department will suffice until such time as a summative observation can be arranged. The faculty member should document the lack of available observers in his/her review materials.**

    - **Should a faculty member receive a negative summative or formative observation, the faculty member may request a second observation by either the same observer or a different observer. Two negative observations will result in a remediation plan, which may include (but is not limited to) mandating that the faculty member take specific courses through the Center for Faculty Development, observe fellow instructors, and/or participate in other types of pedagogical training. Negative observations may delay reappointment. Failure to demonstrate improvement after remediation may result in the faculty member not being re-appointed to a teaching position.**

Advising in and Beyond the Classroom; Scholarly Activities; Service – these are not required activities for Category III faculty members.*