



Guidelines
for
DOSSIER
PREPARATION
for
PROMOTION
and/or
TENURE /
EARLY TENURE

2010-2011

The Metropolitan State College of Denver

Guidelines for Dossier Preparation for Promotion/ Early Tenure/ Tenure 2010-2011

Introduction

These guidelines are designed to provide a framework for faculty members preparing a dossier for promotion/early tenure/tenure. They are intended to help you organize your materials as clearly as possible in a standard format. When preparing your dossier, you should also consult the *MSCD Handbook for Professional Personnel* for specific policies and requirements. These “Guidelines for Dossier Preparation” are only supplementary to the *MSCD Handbook for Professional Personnel*.

General Dossier Requirements

A good dossier contains a thorough and cumulative record of the candidate’s application for promotion/early tenure/tenure. The dossier should stand on its own merits and should not require the solicitation of additional materials or information. A good dossier is well organized, with clearly labeled sections of required materials and convincing evidence, and is easy to follow. The dossier should be succinct and to the point. Summarize where appropriate, reserving raw data for only those materials currently required by the *MSCD Handbook for Professional Personnel*.

It is important to carefully study the *Handbook* not only for required content and format but also for the processes and procedures through which your dossier will progress. Review the areas of the *Handbook* relevant to your dossier requirements including but not limited to Section V, “Annual Evaluation Policies and Procedures,” and Section VII, “Reappointment, Tenure, Promotion, Post-Tenure Review and Emeritus Status.”

Dossier Materials

The tenure/early tenure and/or promotion dossier is made up of two volumes. First is Volume I, Primary Volume, of required materials. Faculty must prepare and submit a two-inch (2”) three-ring binder with the required contents. A second, separate dossier, Volume II, contains the Supplementary Materials and must be submitted as well. Both binders will be evaluated by each level of the review process.

The supplemental materials should be in a three-ring binder and organized around the four major areas of review: teaching, advising, professional development and service with tabs to identify each section. Both binders must be submitted together to the department to begin the review process.

No dossier should be forwarded from a department without the candidate’s name on the cover and spine of each binder. Also, please include the purpose of the dossier, e.g., promotion to

associate professor, professor, tenure, etc. on the cover and spine. If the dossier is being used for more than one purpose, e.g, promotion and early tenure, please be sure that both purposes appear on the cover and spine of the binders. Use index dividers identifiable by subject matter, not numbers to separate sections I through X as outlined in the following pages. All pages in the dossier must be numbered and all materials must be dated.

Candidates should keep copies of the material submitted. The *Handbook* states, VII.B.8, “The dossier submitted for tenure will be retained as part of the faculty member’s records. The dossier submitted for reappointment, promotion, and post-tenure review will be returned to the faculty member.” However, since other dossiers are sometimes held for periods of time for various reasons, ***keep copies of all material submitted.***

Required Materials: Binder #1

Please examine carefully the *Handbook for Professional Personnel*, approved September 2004, updated February 2010, especially Section VII.F. for details relating to the rules, policies, and procedures concerning Tenure. Please review Section VII. G. for matters concerning Promotion. Also, examine and consult other relevant *Handbook* sections prior to preparing your dossier.

A copy of the current *MSCD Handbook for Professional Personnel* (revised February 2010) can be accessed through the Board of Trustees website or the Academic Affairs website. That link is:

www.mscd.edu/~aa/faculty/manuals.shtml

Among other policies, Section VII on “Reappointment, Tenure, Promotion...” includes information about “Relevant and Official Information to be Considered” and “Dossiers for Reappointment, Tenure, and Promotion.” Be very careful to include required information; as stated in the *Handbook*, VII.B.4,

Once a dossier is submitted at Step 3 (school committee) or higher, it must go forward without alterations, additions, deletions, or amendments (other than the addition of the documents and other information specified in this Handbook).

If a level of review requires further information, the *Handbook*, VII.B.6.g.(2), allows for such requests:

The faculty member may be requested to provide additional supplementary material at any level of review for clarification of dossier material.

As a guide for the period for which you should include documentation, provide evidence over a long enough period to create a compelling case: for a tenure application, add to the beginning of employment at Metro State; for promotion, provide documentation of achievement during time in present rank since your most recent promotion, or at least five years of evidence. Consult your Department Chair if you have questions.

TABLE OF CONTENTS

Include a list of sections and the page number of each section as the first page of the dossier.

Section I. Checklist for Dossier Contents - See Appendix I for Form (Candidate should initial each item on the checklist)

Section II. Required Forms and Related Documents

A. Cover Sheet - See Appendix II for required form

B. Comments/Letters - For tenure dossiers, add comment letters from each level of review from previous years. For a tenure application (with accompanying promotion), place all comment letters for years 1-5. On the other hand, for promotion application dossiers not accompanying tenure, such as for Full Professor, the appropriate levels of review will add letters from this cycle only. Comment letters from each level of review will be placed in each dossier by the reviewer. Each review level will send a copy of their comments and recommendations to the faculty member in a timely manner. (See Academic Affairs Procedural Calendar for dates)

Note: Responding to Comments by Levels of Review

A major new change concerning dossier review has been added to the *Handbook for Professional Personnel*, revised February, 2010. Faculty now have the opportunity to respond to “any relevant and official information and related comments added to the dossier” by each level of review. Upon receipt of the comment letters, you have five working days to respond to such added information or comments by providing a written response to the next level of review. Please see the *Handbook*, VII.B.6.f.(5) and VII.D.2.:

VII.B.6.f. Comments.

(1) Comments are required at each level of review.

(2) The comments should contain substantive information useful to those making judgments at later steps in the process.

(3) Conditions recommended for subsequent reappointment may be placed on the Comment Sheet or added as an attachment.

(4) As comments are added to the dossier at each step of the review, the chair or administrator at each level of review shall promptly provide to the faculty member a copy of those comments.

(5) Upon receipt of the copy of any relevant and official information and related comments added to the dossier pursuant to Section VII.d.2 below, the faculty member has five work days to provide a written response. The written response will become part of the dossier.

VII.D. Procedures for Reappointment, Tenure and Promotion

1. Persons at all levels are responsible to assure that the policies, procedures, and criteria involved in the review procedure are followed.

2. **Every level of review may consider any other relevant and official information not present in the faculty dossier. To do so, a written request will be made to the Vice President of Academic Affairs, with a copy sent to the faculty member at the same time. The VPAA will make the determination whether the materials requested are relevant and official information. If deemed appropriate, said materials may be addressed in the comments section of the dossier, and supporting documents included as an appendix to the comments. The faculty member will be provided copies of the correspondence to and from the VPAA and have the opportunity to respond according to Section VII.B.6.f (5).**

C. Prior Agreements of Employment (if any)/Letters of Special Condition.

D. Summary of Annual Evaluations followed by the completed annual evaluation cover sheets and comments; for tenure, to beginning of employment at Metro State; for promotion, documentation during time in present rank since your most recent promotion, or at least five years of evidence. See Appendix III for approved form.

Section III. Curriculum Vitae - LAS and SPS faculty, please use the following format

- A. Name
- B. Address
- C. Current Position
- D. Education (degrees, dates, institutions, disciplines)
- E. Employment (*reverse* chronological order beginning with current position, institution, dates)
- F. Scholarship, creative activities
 - 1. Publications
 - a. books, book chapters, book reviews
 - b. refereed publications
 - c. invited publications
 - d. "In Press" or "Under Review" (specify)
 - e. nonrefereed publications
 - 2. Presentations and exhibits (include title, when and where presented)
 - a. refereed
 - b. nonrefereed
 - c. juried exhibits
 - d. nonjuried exhibits
 - e. invited
 - 3. Research and grants
 - a. research in progress/completed
 - b. grants, written/funded

4. Advanced study
 5. Conferences attended: title, when, where and involvement (other than those listed above under “Presentations”)
- G. Service (include type of service, e.g., committee, organization, role played, time frame, accomplishments). For #4, Community, include “activities specific to the faculty member’s discipline or assigned responsibilities” (*Handbook*, VII.D.d.(3).)
1. Department
 2. School
 3. College
 4. Community (local, national, international)
 5. Professional organizations (including positions held)
 6. Consulting position(s)
- H. Honors/Awards
1. Honor society membership
 2. Honors/awards received

Section III. Curriculum Vitae – School of Business faculty, please use this format

Faculty Vita Format

March 2008

The major sections and subsections of the vita are:

- A. Faculty name, field or department, and rank or title
- B. Education, Employment, and Honors and Awards
 - 1. Education including degrees and/or certifications (including the degree name, fields(s) or discipline(s), awarding institution and academic unit, and date conferred)
 - 2. Employment history in *reverse* chronological order beginning with current position. Include only institution or employer, dates of employment, tenure, or promotion, and title - for Metro State employment include dates of all promotions.

Example:

Fall 1986 to Present, Professor (tenured), Metropolitan State College of Denver

Fall 1980 to Fall 1986, Associate Professor (tenured), Metropolitan State College of Denver

Fall 1976 to Fall 1980, Assistant Professor, Metropolitan State College of Denver

- 3. Honors/Award/Certification
 - a. Honor society memberships
 - b. Honors/awards received
- C. Courses taught--list
- D. Intellectual Contributions (including complete bibliographic citation in APA or Chicago Manual format)
 - 1. **Refereed** publications and presentations
(Published, completed or accepted for publication or presentation; papers under

review [submitted but not accepted] belong under D.3, below, “Other research and scholarly activity” as “Work in progress.”)

- a. Books
 - b. Edited Books
 - c. Journal Articles (academic journals only; preferred or other)
 - d. Book Chapters
 - e. Book Reviews, Interviews, and Comments (in Refereed Journals only; reviews of texts for publishers belong under professional service or other research or scholarly activities)
 - f. Cases
 - g. Abstracts of Full Papers (published in referred Journals only)
 - h. Other refereed/reviewed publications; trade journals, news letters, etc.
 - i. Refereed Conference Presentations (Full Papers only) and/or Proceedings (including abstracts if a full paper was presented and is available)
 - j. Refereed presentations or proceedings without a full scholarly paper – abstracts only and/or power point only, workshops, panelist, poster sessions, (includes presentations published in proceeding and a full paper was not presented and is not available)
2. Nonrefereed publications and presentations and intellectual contributions
 3. Other research and scholarly activities
 - a. Work in progress
 - i. papers submitted for publication or presentation but not yet accepted
 - ii. manuscripts and works under development
 - b. Working papers – completed papers publicly available, but not published in a journal or proceedings

4. Conferences attended—title, when, where and involvement
 5. Advanced study, professional training etc.
 6. Research and grants
- E. Service (list committee name, contributions, and dates)
1. Department
 2. School
 3. College
 4. Community (local, national, international)
 5. Professional organizations (including positions held and dates) and professional service (editorial boards, referee or reviewer for journals or conferences, session chair, session organizer, discussant etc., review of texts for publishers)
 6. Consulting positions (including client name, location, and engagement dates)
 7. Professional Memberships

Bibliographic Citation Style

All citations by the Business faculty will use the *American Psychological Association (APA)* publication manual format or the *Chicago Manual of Style* format.

Authors should appear in the citation as they appear in the printed form or in the conference program.

Section IV. Department Evaluation Guidelines

Include a copy of the approved Evaluation Guidelines for your department. Indicate its year(s) of use. If guidelines have changed during the period covered by the dossier, include copies of all guidelines that applied to you during this review period.

Section V. Teaching

A. Executive Summary (two pages)

Include an approximately two-page Executive Summary of your major accomplishments/activities in teaching. The summary should briefly indicate your teaching and learning philosophy and how your achievements have built a record of teaching effectiveness and sustained growth.

B. Teaching Assignments

A list of courses taught should be organized by terms, course number, section, and course title. Include credit hours per course to clarify teaching load and list any reassigned time. A Sample Format is in Appendix V. This list should be in reverse chronological order.

C. Assessment of Student Progress

Write a one-page summary of how you assess student academic progress. Indicate how often you provide such feedback to students as grades or other information on their progress. Indicate the variety of assessment techniques you use, if applicable. Include a discussion on the use, if any, of particular grading methods and/or tools that enhance the ability to appropriately assess a student's progress and address individual learning needs.

D. Teaching Evaluations

The Office of Institutional Research provides the results of student evaluations of faculty, that is, Instructional Assessment. This data must be included in the dossier to serve as a summary of student ratings of a faculty member's courses and teaching effectiveness. See Appendix IV: Teaching Evaluations for a sample table of the Faculty Summary Report and for further information. Only the summary of the four global questions goes into the primary dossier. The more delineated Instructional Assessment tables go into Volume II, the Supplemental volume.

The MSCD *Handbook for Professional Personnel* Section V, G1.(4).a. states: “All annual performance evaluations shall include faculty teaching evaluations by students for all classes assigned. Classes with five or more students must be evaluated using the Faculty Senate-approved student evaluation instrument, and shall be administered at the end of the Fall and Spring Semesters and tabulated by the College’s Office of Institutional Research. Classes with fewer than five students (except for field experiences and internships) must be evaluated by students using a discipline-related form approved by the department chair. The results of these evaluations (for classes with fewer than five students) must be provided as part of the faculty member’s annual evaluation, but the results will not be included in the OIR tabulated department, school or College means.”

The results of all classes evaluated must be reported in the faculty annual performance evaluation document.

E. Classroom Evaluations

A chart summarizing the classroom evaluations (peer observations) must be included. Include the names of your colleagues who did the peer observation and the course titles. The actual peer observation forms must be placed in the dossier after the Summary sheet.

The MSCD *Handbook for Professional Personnel*, Section V, and G.1.a...4.b. states: “All tenure-track faculties will have the majority of their classes evaluated annually not counting those taught in the summer semester.” Majority means 50% Plus 1. For example, if you teach 4 classes, you must have at least 3 observed. This point about having the majority of your classes observed is essential and bears repeating.

The approved college form can be found in Appendix VI. Consult your department chair to determine if a department-specific form is also used in addition to the approved college form.

F. Curriculum Development

Provide a statement about your contributions to curriculum development and your overall efforts toward continuous improvement of courses taught, courses/curriculum revised and developed, and/or instructional programs developed. Include, as appropriate, the uses of technology if you have incorporated it into the curriculum.

G. The following are illustrative of other categories you might also cover in your dossier on an as-needed basis; consult your Chair if you have questions.

1. Assessment - Provide a statement about your course, program and/or curriculum assessment outcomes.
2. Partnership Contributions - Provide a statement about your involvement in educational partnership programs.
3. Reassigned time evaluations, if appropriate.
4. Technology innovations in the classroom
5. Other.

Section VI. Advising

A. Executive Summary (two pages)

Include a two page summary of advising activities. The summary addresses advising criteria identified in the current *Handbook for Professional Personnel*. State your philosophy of advising. Indicate the scope of the activities including but not limited to the following: interacting with students for the purpose of providing career guidance and information; degree program guidance and information; advice on appropriate courses to facilitate progress toward a degree; answers to questions relating to a discipline.

Provide supporting documentation such as an advising log; copies of letters to assist students in obtaining employment or graduate school placement; provide other information important to students regarding a discipline, department, school or the College; indicate working with students in discipline-related activities, such as student organizations or conferences, for example. State the number of students advised, participation in special advising programs (such as mentoring programs), and evidence available elsewhere in the dossier or supplemental dossier, such as letters from peers and students, evaluation by advisees, and awards or other special forms of recognition that document advising effectiveness. Indicate if the department has a process for evaluating advising. Provide evaluation of advising results.

Section VII. Professional Development

A. Executive Summary (two pages)

Organize this summary to highlight major accomplishments in professional development during the period covered by the dossier. Do not duplicate materials contained in your résumé, but instead, emphasize

your most significant accomplishments. Indicate the relevance of your activities to your teaching and to other aspects of professional growth as you demonstrate your ability to continually develop in your discipline and profession.

If you present at the premier conference in your discipline, or if your article or book is published in a prestigious journal or press, indicate such information; reviewers of your dossier beyond your department will not know your discipline as well as you or your department colleagues.

Also, since research does not conform to the same cycle as dossier due dates, indicate the path and progress of long-term research projects. Include group projects, if applicable.

B. Five-Year Professional Development Plan.

This plan is for professional development and not for teaching, advising and service. Of course, teaching and service may be affected by your professional development. This plan may indicate the current and future trajectory of your scholarly activity and show how your past work has informed your plan. Identify activities you will use in your discipline to reveal how you are adding to your profession.

Indicate a time period for your activities. Not all are necessarily five year projects but might recur, for example, presenting at the same conference on an annual basis.

Section VIII. Service

A. Executive Summary (two pages)

Provide descriptive statements highlighting major accomplishments of service to the College, community, or professional organizations. Do not duplicate material presented in your vita; instead, describe the major accomplishments of your service activities during the time period covered by the dossier.

Organize this summary by service to the College, service to the profession, and service to the community. Emphasize your role, the scope of responsibilities, the time and place of service and how this service relates to your professional area of expertise. Community service must be related to your discipline, as is stated in the *Handbook*, VII.D.d.(3), “activities specific to the faculty member’s discipline or assigned responsibilities.”

Section IX. Chair Duties (For Department Chairs Only).

A. Executive Summary (two pages)

Provide descriptive statements highlighting major accomplishments during the time period covered by the dossier in each of the areas listed in the *Handbook for Professional Personnel*, Section V, J, “Department Chairs: Role, Selection, Duties, Responsibilities and Conditions of Employment.” Organize the summary in the order of duties listed:

1. Department Administration
2. Instruction
3. Faculty Affairs
4. Student Affairs
5. Relations External to the College
6. Budget and Resource Management
7. Office Management

Section X. Letters of Recommendation (Optional)

Letters of recommendation, solicited or unsolicited, may be included in this section. These letters (no more than five) may be provided by administrators, colleagues, students and/or persons in the community. These letters address your achievements and, for example, could be commendations for your work on a committee. These letters should be current for the dossier submission (not cumulative).

Volume II: Supplemental Materials for Promotion/Tenure/Early-Tenure Applicants

The contents of this binder support the materials in Volume I, the Primary dossier binder. This dossier must be submitted with your Tenure/Early Tenure/Promotion dossier and will be reviewed at each level.

Supplemental Materials

A. Table of Contents

Provide a tab for each major section: Teaching, Advising, Professional Development, Service (and Administration, if applicable).

B. Teaching

1. Copies of written comments, letters or other materials received by faculty from students. Comments received as part of the OIR-generated report on teaching can be included but are not required.
2. Additional peer evaluations of teaching beyond the formal annual evaluations and classroom observations.
3. Copies of awards or other special recognitions.
4. Sample course syllabi.
5. Materials documenting innovation and/or use of technology in the classroom.
6. Other. Consult your chair.

C. Advising

1. Copies of student evaluations of advising
2. Copies of letters/comments from peers or students regarding your advising
3. Documentation of advising outside the department
4. Awards for excellent advising
5. Additional evidence of effective student advising, e.g., advising a student organization or club.
6. Documentation of office hours and other work with students, e.g. attending Metro State Open House events.

7. Other. Consult your chair.

D. Professional Development

1. Evidence of publications or presentations. Copies of publications or presentations. Correspondence with publishers regarding forthcoming publications. Letters of acceptance and/or evaluation of presentations.
2. Slides or other materials documenting creative activities and productions.
3. Lists and copies of programs from selected professional meetings or conferences, identifying the meeting, dates, and role of the presenter, discussant, panel chair, attendee, etc.
4. Awards or special recognitions, special certifications or licensing earned.
5. Letters documenting grants written, awarded or not funded.
6. Copies of programs of juried presentations, shows, musical performances, etc.

E. Service

Include letters of evaluation of College, professional and/or community service by peers, committee chairs, administrators, community leaders, constituents, or members/officers in professional organizations, whether written specifically for the dossier or for recognizing the usual course of your service.

F. Administration (Department Chairs Only)

Evidence of accomplishments in the areas of Department Chair responsibilities: Department Administration, Instruction, Faculty Affairs, Student Affairs, Relations External to the College, Budget and Resource Management and Office Management.

Additional Information

Include any other materials as appropriate in this section. Consult your chair and dean.

APPENDIX I

CHECKLIST FOR DOSSIER CONTENTS

All levels of review must date and initial that required documents are in the dossier.

Checklist for Dossier Contents

Tenure/Early Tenure and/or Promotion	Fac	Dept Com	Chair or School Chair Com	School Com	Dean	Page #
<i>Dossier has candidate's name and department on binder cover and spine</i>						
Section I. Checklist for Dossier Contents						
Section II. Required Forms and Related Documents						
Cover Sheet						
Supporting Documentation at Each Level of Review						
Prior Agreements of Employment (if any)/Special Conditions						
Summary of Annual Evaluations and Chair Comment Sheets (Reverse Chronological Order)						
Section III. Current Curriculum Vitae (CV)						
Section IV. Department Evaluation Guidelines						
Section V. Teaching						
Executive Summary (2 Pages)						
Teaching Assignments - CHART						
Assessment of Student Progress: One-Page Summary						
Teaching Evaluations by Students: <ul style="list-style-type: none"> • Summary—CHART • Actual Evaluation Forms 						
Peer Classroom Observations: <ul style="list-style-type: none"> • One-Page Summary—CHART • Actual Evaluation Forms 						
Curriculum Development: Summary						
Other—Assessment, Partnerships, Reassigned Time, etc.						
Section VI. Advising:						
Executive Summary (2 Pages)						
Section VII. Professional Development						
Executive Summary (2 Pages)						
Five-Year Professional Development Plan						
Section VIII. Service						
Executive Summary (2 Pages)						
Section IX. Chair Duties						
Executive Summary (2 Pages)						
Section X. Letters of Recommendation (Optional)						

Indicate page number where item is located in the last column. Example: CV page 5, Department Evaluation Guidelines page 9, etc.

All reviewing levels must date and initial that required documents are in the dossier.

Faculty Member/Date	Dept Com/Date	Chair or Sch Chair Com/Date	Sch Comm/Date	Dean/Date

APPENDIX II

COVER SHEET

Cover Sheet

Revised 8/10

Tenure Early Tenure Promotion Reappointment
[Check Appropriate Box(es)]

Application for Promotion to Rank of: Professor <input type="checkbox"/> Associate Professor <input type="checkbox"/>	Tenure Application: <input type="checkbox"/> Early Tenure Application: <input type="checkbox"/> Current Status: 2 nd yr <input type="checkbox"/> 3 rd yr <input type="checkbox"/> 4 th yr <input type="checkbox"/> 5 th yr <input type="checkbox"/>
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Reappointment Review: 2nd Year 4th Year

Name _____ **Department** _____ **School** _____

Department Committee Chair Date _____

Tenure/ Early Tenure Votes: For _____ Against _____
Promotion Votes: For _____ Against _____
Reappointment Votes: For _____ Against _____
Recommended _____ **Not Recommended** _____

Department Chair/School Chair Review Committee Date _____

Tenure/ Early Tenure Votes: For _____ Against _____
Promotion Votes: For _____ Against _____
Reappointment Votes: For _____ Against _____
Recommended _____ **Not Recommended** _____

School Committee Chair Date _____

Tenure/ Early Tenure Votes: For _____ Against _____
Promotion Votes: For _____ Against _____
Reappointment Votes: For _____ Against _____
Recommended _____ **Not Recommended** _____

Academic Dean Date _____

Tenure/ Early Tenure: **Recommended** _____ **Not Recommended** _____
Promotion: **Recommended** _____ **Not Recommended** _____
Reappointment: **Recommended** _____ **Not Recommended** _____

Senate Committee Chair Date _____

Tenure/ Early Tenure Votes: For _____ Against _____
Promotion Votes: For _____ Against _____
Reappointment Votes: For _____ Against _____
Recommended _____ **Not Recommended** _____

Vice President Date _____

Tenure/ Early Tenure: **Recommended** _____ **Not Recommended** _____
Promotion: **Recommended** _____ **Not Recommended** _____
Reappointment: **Recommended** _____ **Not Recommended** _____

President Date _____

Tenure/ Early Tenure: **Recommended** _____ **Not Recommended** _____
Promotion: **Recommended** _____ **Not Recommended** _____
Reappointment: **Recommended** _____ **Not Recommended** _____

APPENDIX III

Examples of

Rating Summary Table

Faculty Self-Evaluation Cover Sheet, and

“Chairs’ Evaluation of Faculty” Document

RATING SUMMARY TABLE

(In Reverse Chronological Order)

In 2007, Metro State began shifting its rating scale from a letter grade and a numerical score to a new rating notation, “Needs Improvement” or “NI,” “Meets Standards” or “MS,” and “Exceeds Standards” or “ES.” Confer with your department chair before you finalize this Rating Summary Table.

Year	Teaching	Advising	Professional Development	Service	Admin (Chairs Only)	Composite
2009	ES (50%)	ES (15%)	ES (20%)	MS (15%)	n/a	ES
2008	ES (50%)	MS (10%)	ES (20%)	ES (20%)	n/a	ES
2007	A (50%)	A (10%)	A (25%)	A (15%)	n/a	A
2006	B (50%)	B (10%)	B (20%)	B (20%)	n/a	B
2005	A (50%)	A (15%)	A (20%)	A (15%)	n/a	A

You must list the letter grade or level ranking and percentage allocated to each area of review.

4.26 – 5.00	=	A	
3.26 – 4.25	=	B	
2.26 – 3.25	=	C	
1.26 – 2.25	=	D	
1.00 – 1.25	=	F	
			OR
			Exceeds Standards
			Meets Standards
			Needs Improvement

Faculty Annual Evaluation Cover Sheet

In 2007, Metro State began shifting its rating scale from a letter grade and a numerical score to a new rating notation, "Needs Improvement" or "NI," "Meets Standards" or "MS," and "Exceeds Standards" or "ES." (Numerical scores may still be used by the departments internally.)

Identification Information

_____ / _____
from to

Evaluation Period

Name of Faculty Member

_____ / _____
Department School

Department of Instruction/School

_____ / _____
Academic Rank Date of Rank

Academic Rank/Date of Rank

Review Interview Information

Date Review Completed by Chair

Date of Interview

Teaching

Advising

Prof Dev

Service

_____ Rating

_____ Rating

_____ Rating

_____ Rating

Annual Evaluation Final Composite Rating:

I accept **I do not accept** **the evaluation ratings attached.**

Signatures below confirm that review and interview were completed on the above dates.

Signature of Faculty Member

Signature of Chair

The faculty member should sign if the evaluation is accepted. If the evaluation is *not* accepted, Section V of the *Form for the Chair's Evaluation of Faculty* should be completed.)

Form for the Chair's Evaluation of Faculty

Name of Faculty Member _____ Department _____

I. Evaluative Weights

Evaluative weights must reflect the primacy of teaching at the College; therefore, 50% of the weight of the evaluation shall be assigned to teaching responsibilities.

The evaluation weights for the remaining performance areas of advising, professional development and service shall comprise the remaining 50%. Faculty members may divide that 50% between the three areas, adding evaluative weight to a specified area at their discretion, so long as each area is given a weight of at least 10%, but no more than 20% for advising and service or 30% for professional development. Five percent incremental weights may be used for advising, professional development and service, with no less than 10% assigned to any area.

Annual Evaluation Weights:

$$\text{Teaching} \quad \text{Advising} \quad \text{Prof Dev} \quad \text{Service} \\ \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} = 100\%$$

Sample Weight Distribution Table

Advising, Professional Development, and Service may be no less than 10% each			
May be 5% increments			
Teaching <small>Must be 50%</small>	Advising <small>No more than 20%</small>	Professional Development <small>No more than 30%</small>	Service <small>No more than 20%</small>
50	10	20	20
50	10	25	15
50	10	30	10
50	15	15	20
50	15	20	15
50	15	25	10
50	20	10	20
50	20	15	15
50	20	20	10
<p>If no option is chosen by a faculty member, a weighting of 50% Teaching, 20% Advising, 15% Professional Development, and 15% Service will be assigned and used for the evaluation.</p>			

Note: For evaluation of Chairs, use Chair Annual Evaluation Form which can be found on the Academic Affairs Web site.

II. Evaluation of Standards

Indicate your rating of the faculty member's performance for each standard:

A. Teaching

	<u>ES</u>	<u>MS</u>	<u>NI</u>
Quality instruction requires:			
1. Course materials that demonstrate currency in the field and describe the desired learning objectives for students.	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<u>ES</u>	<u>MS</u>	<u>NI</u>
2. Appropriate and thorough assessment of student progress.	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<u>ES</u>	<u>MS</u>	<u>NI</u>
3. Curriculum review, revision, and as necessary, the development of new courses and programs; and, as appropriate, incorporation of technology into curriculum and courses.	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<u>ES</u>	<u>MS</u>	<u>NI</u>
4. Evaluation of teaching by students and through required classroom observations conducted by the chair or the dean or a reviewer designated by the chair or dean.	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<u>ES</u>	<u>MS</u>	<u>NI</u>
5. Other activities specific to faculty member's discipline. (optional)	<input type="text"/>	<input type="text"/>	<input type="text"/>

Overall Teaching Rating _____ **Weight%** _____

Chair's Comments:

B. Advising

Quality advising requires:

1. Interacting with students for the purposes of providing career guidance and information, degree program guidance and information, advice on an appropriate schedule to facilitate progress toward a degree, and answers to questions relating to a discipline.

ES

MS

NI

Overall Advising Rating _____ **Weight%** _____

Chair's Comments:

C. Professional Development

	<u>ES</u>	<u>MS</u>	<u>NI</u>
Currency in the field and in pedagogical research requires:			
1. Creative work and scholarly activity which supports classroom instruction; in addition to traditional creative and scholarly activities such as conference presentations and contributions of peer- reviewed scholarship and creative activities, this criteria may include 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, and continued education and professional development activities appropriate to professional assignments; and	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<u>ES</u>	<u>MS</u>	<u>NI</u>
2. Other activities specific to the faculty member's discipline and/or assigned responsibilities. (optional)	<input type="text"/>	<input type="text"/>	<input type="text"/>

Overall Professional Development Rating _____ **Weight%** _____

Chair's Comments:

D. Service

	<u>ES</u>	<u>MS</u>	<u>NI</u>
Quality service requires:			
1. Service to the department, and/or the school, and/or the College.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<u>ES</u>	<u>MS</u>	<u>NI</u>
2. Unpaid public service to community and/or professional organizations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Service Rating _____ **Weight%** _____

Chair's Comments:

Score for Each Performance Area and Composite Score

	<u>Rating</u>	<u>Weight%</u>
Teaching Rating:	_____	_____
Reassigned Time Rating:	_____	_____
(Attach Reassigned Time Form)		
Advising Rating:	_____	_____
Professional Development Rating:	_____	_____
Service Rating	_____	_____
 Final Composite Rating:		_____

III. Evaluative Summary:

Chair's Comments/School Chair Review Committee:

IV. Suggestions for Improvement

v. Disagreements on Evaluation

(See “Handbook for Professional Personnel,” Section V, H, 3, for Disagreement Procedure)

A. Faculty Member:

1. Indicate the standard(s) or category (ies) [contractual, teaching, advising, professional development, service] that you believe is (are) incorrectly evaluated.

2. Explain why the evaluation is incorrect.

B. Chair/School Chair Review Committee: Explain why the original evaluation should not be changed.

C. Dean: Decide the final evaluation of the standard or category.

VI. Dean's Comments:

APPENDIX IV

TEACHING EVALUATIONS

The Office of Institutional Research provides student evaluation data of faculty teaching. The Faculty Summary Report page should be placed in the dossier. This page contains data of student responses to the four global questions: Course as a Whole, Course Content, Contribution to the Course, Effectiveness in Teaching. Place in this section only the Faculty Summary Report that gives the summary data for your classes, usually all on one page. The rest of the evaluation sheets must be placed in the supplemental dossier. Include the Final report, not the Preliminary (in rare cases, because of timing, the Final report might not be available; if this is so, include what is available but provide a written statement so stating). Include Student Evaluations covering the evaluation time period. Place in reverse chronological order.

DIR
Feb 08

 METROPOLITAN STATE COLLEGE OF DENVER
 INSTRUCTIONAL ASSESSMENT
 FINAL FALL 2007
 FACULTY SUMMARY REPORT
 SCHOOL OF BUSINESS

NAME	CALL #	COURSE	F O R M Q U E S T I O N	CALL	CALL	CRS	CRS	DEPT	SCHOOL	COLL- EGE	FAC- ULTY
				MEAN	SD	LOWER PREFIX MEAN	UPPER PREFIX MEAN				
			C 1. COURSE AS A WHOLE	4.93	.94	.	4.45	4.34	4.57	4.71	4.95
			C 2. COURSE CONTENT	4.75	.93	.	4.49	4.40	4.57	4.69	4.80
			C 3. CONTRIBUTION TO THE COURSE	5.14	.89	.	4.66	4.55	4.85	4.98	5.20
			C 4. EFFECTIVENESS IN TEACHING SUBJECT	5.00	1.02	.	4.50	4.38	4.70	4.82	5.00
			C 1. COURSE AS A WHOLE	5.05	.76	.	4.45	4.34	4.57	4.71	4.95
			C 2. COURSE CONTENT	4.90	.72	.	4.49	4.40	4.57	4.69	4.80
			C 3. CONTRIBUTION TO THE COURSE	5.20	.70	.	4.66	4.55	4.85	4.98	5.20
			C 4. EFFECTIVENESS IN TEACHING SUBJECT	5.05	.89	.	4.50	4.38	4.70	4.82	5.00
			C 1. COURSE AS A WHOLE	5.00	.69	.	4.45	4.34	4.57	4.71	4.95
			C 2. COURSE CONTENT	4.67	.69	.	4.49	4.40	4.57	4.69	4.80
			C 3. CONTRIBUTION TO THE COURSE	5.44	.70	.	4.66	4.55	4.85	4.98	5.20
			C 4. EFFECTIVENESS IN TEACHING SUBJECT	5.22	.73	.	4.50	4.38	4.70	4.82	5.00
			C 1. COURSE AS A WHOLE	4.85	1.35	.	4.45	4.34	4.57	4.71	4.95
			C 2. COURSE CONTENT	4.90	1.37	.	4.49	4.40	4.57	4.69	4.80
			C 3. CONTRIBUTION TO THE COURSE	5.05	1.54	.	4.66	4.55	4.85	4.98	5.20
			C 4. EFFECTIVENESS IN TEACHING SUBJECT	4.75	1.59	.	4.50	4.38	4.70	4.82	5.00

 N COMPUTED BY ASSIGNING THE VALUE OF 6 TO THE TOP CATEGORY ON THE RATING SCALE, A VALUE OF 5 TO THE NEXT CATEGORY,
 T CATEGORY, A 3 TO THE NEXT CATEGORY, A 2 TO THE NEXT CATEGORY, AND A 1 TO THE BOTTOM CATEGORY.

Appendix V

Teaching Assignments (and Loads)

Sample Format (In reverse chronological order)

TEACHING ASSIGNMENTS (AND LOADS)

Semester	Course Number	Section	Course Title	Credit Hours	Teaching Load
Spring 2010	ABC 1010	001	Beyond ABC	3	3.0
Spring 2010	ABC 1010	002	Beyond ABC	3	3.0
Spring 2010	ABC 2010	002	Advanced ABC	4	4.0
Spring 2010			Reassigned Time – Lab Coordination	2.0	
			Total Teaching Load		12.0

Semester	Course Number	Section	Course Title	Credit Hours	Teaching Load
Fall 2009	ABC 1010	002	Introduction to ABC	3	3.0
Fall 2009	ABC 1011	004	Introduction to ABC Lab	1	0.5
Fall 2009	ABC 1011	005	Introduction to ABC Lab	1	0.5
Fall 2009	ABC 2010	001	Advanced ABC	4	4.0
Fall 2009	ABC 2011	001	Advanced ABC Lab	2	1.0
Fall 2009	ABC 2011	002	Advanced ABC Lab	2	1.0
Fall 2009			Reassigned Time - Lab Coordination		2.0
			Total Teaching Load		12.0

Full-Year Teaching Load

24.0

Appendix VI

Peer Classroom Observation Summary Statement and Approved College Classroom Evaluation Form

The attached form is the approved College form. Some departments may use their own form in addition to the College-wide form. Remember, as the *Handbook for Professional Personnel*, Section V, and G.1.a...4.b. states:

*“All tenure-track faculty will have the **majority** of their classes evaluated annually not counting those taught in the summer semester.”*

Majority means 50% plus one.

The one-page summary of results of peer classroom evaluations should be presented. This chart will include the name of the peer observer, course title and number, and number of students present. Faculty members are urged to have more than one colleague visit their classes.

The actual peer evaluations must be placed in the dossier after the summary page.

Classroom Evaluations Summary Statement

Sample format (in reverse chronological order)

Semester	Course Number	Section	Course Title	Peer Observer(s)	Rating
Spring 2010	ABC 1010	001	Beyond ABC	Ed Franklin	4.6
Spring 2010	ABC 1010	002	Beyond ABC	Charlie David	4.5
Spring 2010	ABC 2010	002	Advanced ABC	Abel Baker	5.0
Fall 2009	ABC 1010	002	Introduction to ABC	Abel Baker	5.0
Fall 2009	ABC 1011	004	Introduction to ABC Lab	Charlie David	4.5
Fall 2009	ABC 1011	005	Introduction to ABC Lab	John Green	4.5
Fall 2009	ABC 2010	001	Advanced ABC	Abel Baker	4.8
Fall 2009	ABC 2011	001	Advanced ABC Lab	Not Observed	N/A
Fall 2009	ABC 2011	002	Advanced ABC Lab	Not Observed	N/A

**Approved College Form
Peer Evaluation Form**

Instructor evaluated _____ Course _____

Number of students present _____ Date _____

Evaluator(s) _____

Purpose: The purpose of this classroom evaluation is (1) to provide a data base for more accurate and equitable decisions on tenure, promotion, and merit increase, and (2) to improve faculty performance.

Instruction: Please consider each item carefully and assign the highest scores only for unusually effective performance.

Questions 12 and 13 have been deliberately left blank. You and the instructor being evaluated are encouraged to add your own items.

Each instructor should be observed on two occasions, and the observer(s) should remain in the classroom for the full class period.

It is suggested that the observer(s) arrange a pre-visit and post-visit meeting with the instructor.

Highest 5	4	Satisfactory 3	2	Lowest 1	Not Applicable N/A

Would you recommend this instructor to students you are advising? (Please explain)

What specific suggestions would you make concerning how this particular class could have been improved?

Did you have a pre-visit conference? _____ post-visit conference? _____