



METROPOLITAN STATE UNIVERSITY<sup>SM</sup>  
OF DENVER  
Department of Social Work

# Affiliate Faculty Resources

2018-2019  
Version 1



## **Affiliate Faculty Resources**

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Offering undergraduate and graduate degrees fully accredited by the Council on Social Work Education - the sole accrediting body for social work education.

*Mission: To provide an inclusive, inspiring environment for undergraduate, graduate, and community education in social work that is value driven, research informed, culturally responsive, academically rigorous, and which links theory with practice.*

Affiliate Faculty may possibly interact with faculty and any or all of the following offices within our Department so please familiarize yourselves with them.

[Faculty Directory](#)  
[Affiliate Faculty Directory](#)

[Office of Social Work Student Services, Administration, and Finance](#)

[Office of Field Education](#)

[Office of Grants Services](#)

**Contact Information**

**Main Office Phone:** 303-615-0555

[Main Office](#)

Central Classroom Suite 201

[Office of Field Education](#)

Central Classroom Suite 202

[Office of Social Work Student Services](#)

Central Classroom Suite 206

[Maps and Parking](#)

**Mailing Address:**

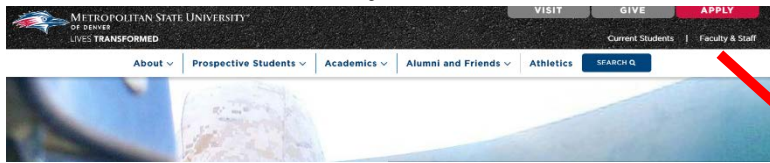
Metropolitan State University of Denver

Department of Social Work

PO Box 173362 CB 70

Denver, CO 80217-3362

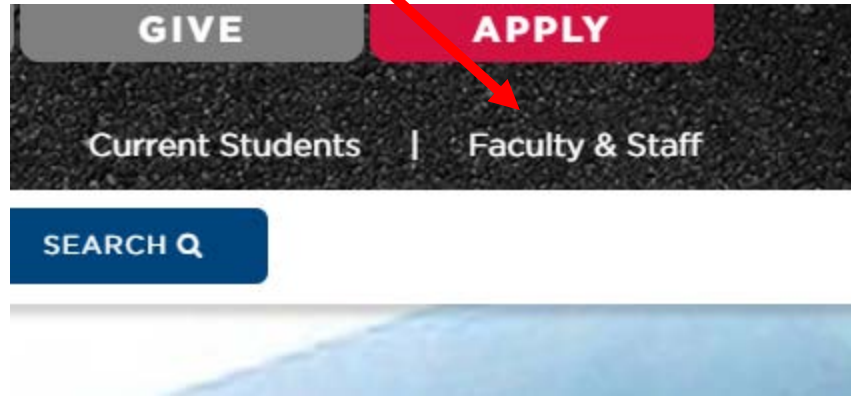
# MSU Denver Faculty & Staff Hub



Familiarize yourself with the website resources!

Under the [Faculty & Staff Hub](#),

you will find many resources you will need as faculty.



Such as....

**Blackboard** is our primary interface with students, every class has Blackboard container and all instructors must familiarize themselves and be proficient in its use....

**Email** is the primary communication of MSU Denver and often the main way students will have to reach you. Understanding and using email is essential...

**Academic Calendar** tells us when our breaks are, when campus is closed, and important deadlines, like when grades are due.

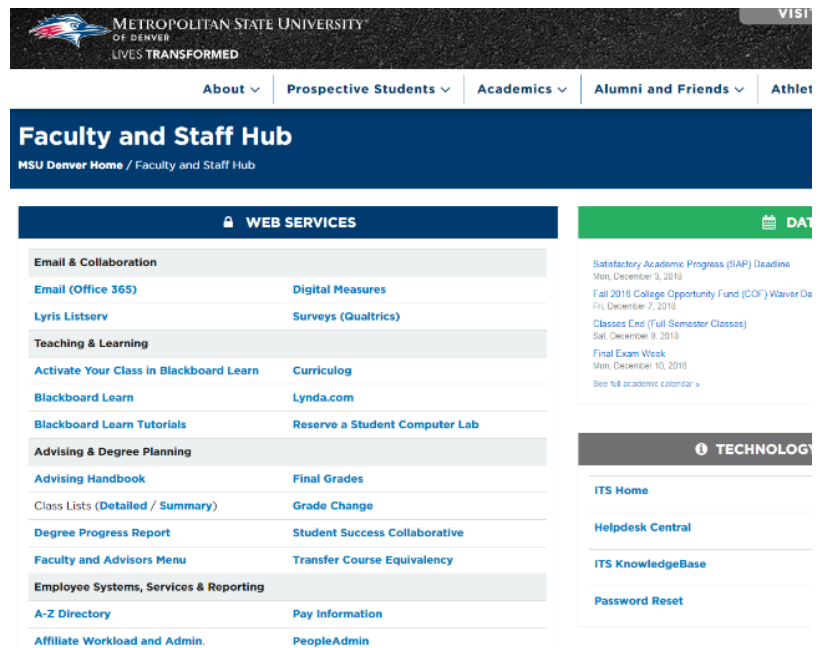
**Class Schedules** is where you go to check your official classroom assignment and you can learn when and where other courses are being held and when other instructors are teaching.

**Entering and Changing Grades** is an essential function of an instructor and student financial aid and registration can be negatively impacted if they are not entered properly. While Blackboard may be where you collect assignments and post feedback and grades, final grades must be entered in Banner...

**Pay Information** and other important employee information can be viewed and modified in the Employee Services

**Digital Measures** is where instructors access their official Student Ratings of Instruction that becomes part of their teaching record and used for some aspects of evaluation of teaching.

And much more...





## Bachelor of Science in Social Work Program

Social Work is an exciting academic major, preparing students for professional entry-level work in the social and human services. Students in the major engage in the exploration of ways to ameliorate personal, interpersonal, and societal problems and learn skills and techniques in order to create change and make a difference in people's lives. Social Work is a valuable degree as many employers recognize it as preparing graduates to utilize a variety of tools to work with diverse populations on multiple issues and goals.

Employment of social workers is expected to grow by 16% from 2016 to 2026, faster than the average for all occupations (Bureau of Labor Statistics, January 2018). Bachelor-level social workers are employed in a variety of settings, including schools, prisons, non-profit and for-profit private agencies, and governmental agencies. They work with individuals, families, groups, and communities as intake staff, resource and referral specialists, case workers, case managers, program coordinators, project directors, community organizers, and more.

### **BSSW Program**



On the Department of Social Work website, you will find a broad range of resources that we recommend you review and become familiar.

#### **Letter from the Director**

#### **BSSW Program Coursework**

#### **Course Delivery Information**

#### **Fully Online Delivery Option**

#### **Transfer Guide for Undergrad Students**

#### **Policies & Procedures**

#### **Information Sessions**

#### **FAQ**

#### **Tuition & Fees**

Among the most important are the [BSSW Program Policies & Procedures](#) and the [BSSW Program Student Handbook](#). If you are not yet familiar with those, we suggest you taking some time to review them.

While there is some variation among faculty in classroom management, we try to have consistency in expectations of students. In particular, we expect students to follow the social work code of ethics and to conduct themselves with integrity and professionalism. The Department Social Work Standards of Professional and Ethical Behavior can be found on our website as well.



## Master of Social Work Program

MSU Denver's Master of Social Work (MSW) Program educates social workers to serve the needs of individuals, families, groups, communities and organizations in a multicultural and global society. MSU Denver's MSW Program is fully accredited by the Council on Social Work Education, the sole accrediting body for social work.

Our program combines academic, research and field experience into a rigorous curriculum that teaches ethical decision making, scientific inquiry, cultural sensitivity, and global awareness as well as clinical assessment and intervention skills, leadership and management skills, and community organizing.

### MSW Program >

#### Letter from the Director

On the Department of Social Work website, you will find a broad range of resources that we recommend you review and become familiar.

#### Program Options

#### Regular Program

Among the most important are the [MSW Program Policies & Procedures](#) and the [Master of Social Work Program Student Handbook](#). If you are not yet familiar with those, we suggest you taking some time to review them.

#### Advanced Standing Program

#### Course Delivery Information

#### Fully Online Delivery Option

While there is some variation among faculty in classroom management, we do try to have consistency in expectations of students. In particular, we expect students to follow the social work code of ethics and to conduct themselves with integrity and professionalism. [Student Codes of Conduct](#) and [Classroom Policies](#) are reviewed by the faculty and updated each year.

#### Policies & Procedures

#### Information Sessions

#### FAQ

#### Tuition & Fees

#### Licensure Resources

#### Non-Degree Seeking

## Syllabus

Your syllabus is “Your Contract” with the student. It explains the content, learning objectives, and how those learning objectives are evaluated. It should contain your name, contact information and office hours. The Lead Faculty for your course will provide you with the close to final version of the syllabus for you to finalize for your class. Your Lead Faculty is in charge of ordering the required and recommended books. Our [Department Welcome Desk Coordinator, Kayla Duensing](#) supports faculty by organizing book orders and can assist you and your Lead Faculty with obtaining your desk copies. Required texts should be available at the Tivoli Station (Auraria Campus Bookstore) for students to purchase.

Certain components of all syllabi have been approved by a departmental and then university curriculum review process and, therefore, **must not be modified** when you are preparing your syllabus are the course. These include course number and title, Prerequisite(s) and/or Corequisite(s), Catalog Course Description, the Specific, Measurable Student Behavioral Learning Objectives, and Detailed Outline of Course Content.

Once your syllabus is complete make sure it is consistent with the syllabus on Blackboard and if you plan to provide a hard copy (although, many faculty do not), you may contact [Department Welcome Desk Coordinator, Kayla Duensing](#) for assistance with printing them. **Please provide Kayla with at least 48-hour notice!**

If you would like to learn more about the MSU Denver Curriculum Approval process at MSU Denver, go to the [Academic Affairs Curriculum](#) page. If you would like to learn more about how the curriculum in both programs were developed, please talk with the [Director of the Program or the Chair of the Department](#).

## Student Engagement & Class Management

As the instructor of the course, students will look to you to lead the learning environment in your class. While student participation will influence the interactions and culture of the class, your role will ultimately influence their experiences. Therefore, it is important to think about the best ways to create a learning community as you prepare for class. This is just as important as being familiar with the content you are there to help them learn. There are a number of ways to facilitate learning and create safe spaces for learning. Some important aspects:

- understand your role as the authority and leader while also setting the example of creating a culture of respect in the classroom,
- develop credibility and genuineness,
- create a culture of feedback,
- incorporate adult learning principles,
- empower students to develop relationships and learning dynamics with each other,
- set clear expectations,
- be responsive and have a good communication plan.

We recommend you review some basic resources as you begin to develop your teaching practice.

We encourage you to take steps to create safe spaces for learning. In the Appendices of this document, you will find Best Practices for LGBTQIA+ Inclusive Classrooms we also have a Department training on creating safe classroom spaces. Some additional general examples are:

Ambrose, S. A., Bridges, M. W., DiPietro, M., Lovett, M. C., & Norman, M. K. (2010). *How learning works: Seven research-based principles for smart teaching*. John Wiley & Sons. *Seven Principles For Good Practice in Undergraduate Education*, by Arthur W. Chickering and Zelda F. Gamson

Weimer, M. (2002). *Learner-centered teaching: Five key changes to practice*. John Wiley & Sons.

Fink, L. D. (2006). *Creating significant learning experiences*. SACS/COC Institute on Quality Enhancement and Accreditation, Orlando, Florida.

Brookfield, S. D. (2011). *Teaching for critical thinking: Tools and techniques to help students question their assumptions*. John Wiley & Sons.

You can also access many online sources, for example:

MSU Denver's [Thirsty for a Strong Instructional Practice?](#)

[FACULTY FOCUS](#), Higher Ed Teaching Strategies from MAGNA Publications

### **Grading Best Practices**

- Provide timely and thorough feedback. Students love assignments graded ASAP but that is not always realistic, try not to go past two weeks from submission, three weeks max (if the assignment feedback is needed for a subsequent assignment it may be sooner). Ultimately, tell students how long it will take and stick to the commitment (knowing emergencies occasionally happen and students will understand).
- Make sure you understand the assignment expectations
- Develop clear evaluation rubrics and grading templates in advance, and use them
- Remember why we are grading; so students can learn (not to feel punished)
- Research other best practices!

*A few resources (there are so many more!)*

Walvoord, Barbara E. et al (1998). *Effective Grading: A Tool for Learning and Assessment*. Jossey-Bass.

Stevens, D.D. & Levi, A.J. (2005), *Introduction to Rubrics*, Sterling, VA: Stylus.

Grading Student Work <https://cft.vanderbilt.edu/guides-sub-pages/grading-student-work/>

### **Communication Best Practices**

From the very first day of class and ongoing, explain 1) the best way students can get in touch with you, 2) when they can expect to hear back from you (e.g. within 24-48 hours), and 3) how they can make an appointment with you. It is so important to set this expectation early. Many instructors put this in the syllabus and on Blackboard. You should not feel like you need to be “on-call” for students but you need to be available and responsive (response within 48 business hours is a good goal). Do not feel like you need to provide your cell number. Email is the official communication of the university. We can also provide you with your own MSU Denver phone number you can check voicemail for; you just need to request it.



## Family Educational Rights and Privacy Act (FERPA)

<https://msudenver.edu/registrar/ferpa/>

## FERPA for MSU Denver Staff and Faculty

**As a staff or faculty member at MSU Denver, it is your responsibility to oversee and uphold the rights that FERPA grants to our students. These basic guidelines should be used when working with all MSU Denver students:**

- Student educational records are considered confidential and cannot be released without the student's prior written consent. If a student has provided written consent, you will see these in SPACMNT in the Banner system.
- As a student worker, staff, or faculty member, you are given access to student educational records for the sole purpose of performing your job. It is your responsibility to protect educational records whenever they are in use and regardless of the medium in which they are accessed. An education record are records directly related to a student and maintained by MSU Denver.
- The Office of the Registrar is the official University student record keeper. If you ever have any questions about sharing student information, please do not hesitate to call the Office of the Registrar at (303) 556-3991. A basic rule to follow is when in doubt, do not give it out.

Student rights, procedure for inspecting and reviewing education records, procedures for amending educational records, nondisclosure and exceptions, and directory information are found in the University catalog under student's rights and responsibilities.

**The following questions will help to explain FERPA in greater detail:**

- If a FERPA violation has occurred, what is the appropriate protocol to address the situation?
- What information is not included in a student's educational record?
- What is considered Directory Information at MSU Denver?
- What is a Confidentiality Hold, and when do I need to look for it?
- What information can I include in a letter of recommendation?
- What must be included in a student's written consent?
- Can I release a student's 900#?
- Can I release a student's transcript?
- FERPA Tips for Faculty
- Accessing student records from remote locations
- What FERPA training resources are available to my colleagues and me?
- What if the student is with their parent, guardian, or other person when discussing their status?

- What do I do if an officer of the law or someone shows their badge and a release to obtain student information?

**If a FERPA violation has occurred, what is the appropriate protocol to address the situation?**

If you suspect that a FERPA violation has taken place, please contact the [Records and Registration Team](#) in the Registrar's Office. The team will determine the best plan of action based on the specifics of the situation.

***What information is not included in a student's educational record?***

All MSU Denver student records are considered educational records, with the following exceptions:

- Personal notes written by staff and faculty
- Employment records
- Financial records of a parent or spouse
- Medical and counseling records used solely for treatment
- AHEC Police Department records
- Confidential letters and statements of recommendation for admission, employment or honorary recognition for which the student has waived the right to inspect and review

Otherwise, a student's 900#, grades, GPA, class schedule, residency status, marital status and all other information we have on file are considered educational records and, thus, protected by FERPA. As a school official, you are granted access to this information as long as you have a legitimate educational need to know. **Yet, it is your responsibility to protect this information whenever you access it.**

***What is considered Directory Information at MSU Denver?***

Directory information is part of a student's educational record; however, school officials are permitted to share this information with credible third parties. When requesting for lists of students, the lists are limited to directory information only. MSU Denver considers the following as directory information:

- Dates of attendance at the University
- Date of birth
- Degrees and awards received
- Enrollment status
- Last educational institution attended
- Major and minor fields of study

- Participation in officially recognized activities and sports
- Physical and email addresses
- Student classification
- Student name
- Telephone number
- Weight and height of members of athletic teams

All other personal information is considered private and cannot be disclosed to third parties unless we have prior written consent from the student.

***What is a Confidentiality Hold, and when do I need to look for it?***

Students can request to keep their entire educational record private—including directory information—by completing a nondisclosure request form in which a confidentiality hold will be placed on their account. If a student has requested nondisclosure, a window indicating confidentiality hold will appear in the Banner System each time you try to access their record.

If this window does appear, you cannot disclose ANY part of the student’s record to anyone. The only time you can discuss the record with the student is when (s)he comes to your office and presents a valid photo ID. The nondisclosure request form can be found on the Office of the Registrar web-site under forms.

***What information can I include in a letter of recommendation?***

When writing a letter of recommendation for a student, you cannot disclose information from the student’s educational record (e.g., GPA) without the student’s written consent. However, you can disclose directory information as long as the student does not have a Confidentiality Hold on their account. You may have the student simply provide you a written consent to release the information. It should contain the student name, student identification number, information to be released, and the individual or group to whom the record is to be released. Maintain the records for your protection. If a student files a complaint with the U.S. Department of Education, the Office of the Registrar can refer to you to obtain the written consent.

***What must be included in a student’s written consent?***

In order to release private, personally identifiable information, we must obtain prior written consent from the student. A statement of written consent *must* contain the following:

- Specific records to be released
- Purpose for releasing the records
- Names of the individuals or groups to whom the records should be released
- Student signature and Date
- Names of the individuals or groups to whom the records should be released

- The FERPA release can be found on the Office of the Registrar web-site under forms

### ***Can I release a student's 900#?***

You can release a student's 900# **to the student** if you are able to verify their identity. The best way to verify an identity is to ask for a photo ID (e.g., MSU Denver Student ID, driver's license, passport). If the student does not have a photo ID or you are speaking with them over the phone, you will need to ask 3-5 questions and the student must be able to answer at least 3 of them with confidence.

Questions to ask:

- What semester did the student first/last attend MSU Denver?
- What is the student's declared major, minor, and/or concentration?
- What high school did they attend?
- What year did they graduate high school?
- What college did they transfer from?
- What year did they graduate MSU Denver?
- Name a course you completed at MSU Denver?

Helpful hints:

- When the questions are asked, DO NOT confirm after each answer.
- If the caller hesitates on the question or for some reason you are not comfortable with the responses, DO NOT provide the information.
- You can send the student an email through their Student Hub account with a code word and have them recite it back to you or the student can obtain information online and/or in person with appropriate identification.
- Information about a student can be released with a signed consent from the student.

### ***Can I release a student's transcript?***

Official transcripts may only be released through the Office of the Registrar in the Student Success Building, Suite 160 (#3).

#### ***FERPA Tips for Faculty:***

- Do not link a student's name with their Social Security or 900 numbers in any public manner.
- Do not use *any portion* of a student's Social Security or 900 number when publicly posting grades or circulating any lists.
- Do not leave graded assignments in a stack for students to sort through and pick up.
- Do not circulate class lists with Social Security or 900 numbers or grades as an attendance roster.

- Do not provide anyone with student schedules, addresses, phone numbers, or assist anyone other than MSU Denver employees in finding a student on campus.
- Do not discuss a student's progress with anyone other than the student, unless you have written consent from the student.
- Be cautious to discuss academic progress, GPA, etc. when multiple students are present. If you need to discuss individual grades, GPA or other private information with a group of students, you should obtain written permission from each student.
- Send all third party requests (e.g. FBI, Aviation, Police) to review, retrieve student records, or to locate a student to the Office of the Registrar. All third party requests to review student records throughout the year or longer would need to establish a contract with the University.
- You must obtain a written consent from the student if you are disclosing grade and GPA in order to write a letter of recommendation letter. The request needs to indicate exactly what the student wants you to include in the letter. Maintain the letter on file.
- Follow the Authentication Guidelines when providing information to the student over the phone.
- Send all emails that include information about the class to the student's @msudenver.edu email address. Likewise, these emails must come from your @msudenver.edu email address.
- Any time you are disclosing protected information through e-mail or any other source like the One Drive, obtain a release from your students.

**Always remember: when in doubt, don't give it out!**

***Accessing student records from remote locations:***

- Do not save reports that include personally identifiable information to a remote computer (e.g., home computer or laptop). If you are using COGNOS, BRM, or another software system to access student records from a remote location, all reports should be saved to a removable drive that is kept secure until you return to the office.
- Do not print reports that include personally identifiable information at home or from another remote location.
- If you are accessing student records from a remote location, be aware of your surroundings and the visibility of your computer screen to bystanders.
- Drop Boxes are not secure.

**What if the student is with their parent, guardian, or other person when discussing their status?**

Before discussing any progress in class or non-directory information including grades, you will need to have the student's written consent. You may have the student simply provide you a written consent to release the information. It should contain the student

name, student identification number, information to be discussed, and whom this can be discussed with. Maintain the record for your protection. If the student files a complaint with the U.S. Department of Education, the Office of the Registrar can refer to you to obtain the written consent.

**What do I do if an officer of the law or someone shows their badge and a release to obtain the student information?**

The Office of the Registrar is the official record keeper. You will refer them directly to the Office of the Registrar. We will verify the release and the person asking for the release to assist them with the request.

***What FERPA training resources are available to my colleagues and me?***

**[Contact the Office of the Registrar](#)** for a workshop or one-on-one training.

## MSU Denver Access Center

Any MSU Denver student can request accommodations for disability support to help them become more successful. Many social work students request and are granted accommodations. It is important that faculty are responsive to this request and it is up to the instructor to make their course accessible and to negotiate expectations in advance with the student if the student notifies the instructor that they have an accommodation. Students can provide a letter via email or in person with a hard copy.

Please become familiar with this process. It is important that accommodations are considered but equally important that students demonstrate good performance in our classes.

See the Access Center Handout in the Addendum of this document. Also, please explore the “[Faculty Information](#)” section on the [Access Center Website](#).



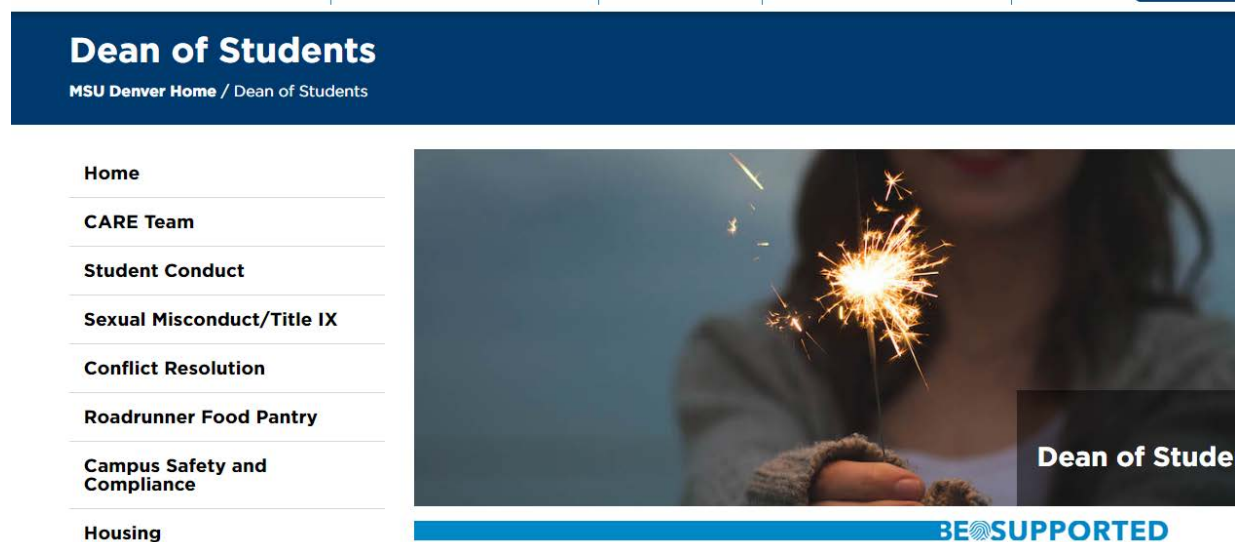
## CESA

The [Center for Equity and Student Achievement's \(CESA's\)](#) mission is to support and educate students throughout their MSU Denver journey and to advocate for a campus community that promotes equity and inclusion.



## Dean of Students

The [Dean of Students Office](#) provides student support. We are committed to your safety and well-being and foster a University community of integrity and respect. We are a hub for students who need support with personal matters or difficult situations impacting their University experience.



Specifically, this office addresses *Struggling or distressed students, Disruptive or problematic behavior, Academic dishonesty, Student conflicts, Hunger/ students who struggle to find basic resources.*

Please know that within our Department you can always connect with me or our Directors, K Scherrer (BSSW Program Director, [kscherr3@msudenver.edu](mailto:kscherr3@msudenver.edu)) and Jo Bailey (MSW Program Director, [jbaile61@msudenver.edu](mailto:jbaile61@msudenver.edu)) or the OSWSS Team ([bssw@msudenver.edu](mailto:bssw@msudenver.edu) or [msw@msudenver.edu](mailto:msw@msudenver.edu)) and the Field Team ([field@msudenver.edu](mailto:field@msudenver.edu)) for guidance on how to handle student struggles. **In particular, with cases of academic dishonesty we recommend you reach out to one of the Program Directors regardless of reaching out to the Dean of Students Office.** As a reminder our [BSSW Program](#) and [MSW Program Handbooks](#) can be found on our [Department Website](#) under each Programs' Policies & Procedures pages.



## **Affiliate Faculty (Category II Faculty) Duties & Evaluation Process**

The [MSU Denver Handbook for Personnel](#) give some definitions of Affiliate Faculty (called Category III). Category III Faculty are expected to provide quality teaching as outlined in the Department Handbook, which is standardized throughout the College of Professional Studies (CPS). Please see the [Department of Social Work Guidelines](#) for specific details (can be found in the Appendices).

The College of Professional Studies values quality teaching with a focus on student learning that supports development of the knowledge and skills necessary to be an effective professional in the field. Successful reappointment, multi-year contract, or promotion requires faculty to continue professional growth and development. In the teaching area, this may include participating in activities such as faculty learning communities, peer observation cohorts, and/or workshops and conferences focused on teaching. Faculty members are encouraged to employ innovative and creative teaching methods and technology that stimulate learning through a multifaceted teaching and learning environment. Given the diverse nature of our student body, teaching and advising that supports student success and increases cultural awareness is highly valued.

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

### **MIDTERM FEEDBACK:**

#### **Here are some tools and tips for getting feedback from your students!**

[Click here to download a document containing](#) a basic mid-semester survey, feel free to modify it for your own use! **It is so important to make it anonymous;** otherwise, students may not feel comfortable to be honest! If you are on campus and give a hard copy of a survey, just leave the room and have student put them on your desk when they are done or have another student collect them.

**What to give an anonymous online survey to your class?** You have [a free account to Qualtrics](#) as a faculty member- it's easy to copy and paste the survey I gave you. Here's instructions on how to create a survey:

<https://msudenver.edu/technology/helpdesk/kb/qualtricsresearchsuite/createasurvey/>

Here are some other general resources for getting feedback from students:

[3 Ways of Getting Student Feedback to Improve Your Teaching](#)

[Making Student Feedback Work](#)

[Gathering Feedback from Students](#)

## STUDENT RATINGS OF INSTRUCTION

**Did you know you can go into Digital Measures and see your SRI's?** Meredith Flynn and the [Center for Faculty Excellence](#) have built instructions for running the SRI report, which is available at: <https://msudenver.edu/cfe/sri/srireport/>

There are many ways to seek feedback about how you are doing as an instructor (professional development activities/readings, asking your peers, and of course direct feedback from students through dialogue and mid-term questionnaires), looking at your SRI's is one way, and sometimes it helps to get some help on how to interpret them. **It's important we look at student feedback broadly, not look at one single student's feedback (whether positive or negative) too closely,** rather, **look for patterns across many students' feedback** that might be helpful to help us improve for the next time we teach. See this write up on tips for interpreting SRI's: [What to Do About Those Negative Comments on Course Evaluations](#) **this is from a publication called Faculty Focus.**

## Lead Faculty Model

The Department of Social Work uses a Faculty Lead Model. Not all universities and or even Departments at MSU Denver use this type of model so it may seem unique to you. Please familiarize yourself with the roles and responsibilities of the Lead Faculty vs. the Non-Lead Instructor for the course.

### Breakdown of Lead Faculty Duties vs Non-Lead Faculty Duties

Faculty Role	Tasks
<b>Lead Faculty</b>	<ol style="list-style-type: none"> <li>1. Adheres to teaching expectations of faculty (Cat I, II, or III) expectations outlined in Department of Social Work Guidelines and MSU Denver Handbook for Professional Personnel</li> <li>2. Design and maintain course syllabus and major assignments (works with assessment coordinator on updating and implementing scoring of embedded assignments)</li> <li>3. Order books (for bookstore and faculty desk copies) by required date</li> <li>4. Hold at least one content team meeting per semester plus regular communication that the course is offered with the teaching team which includes a) discussion of integrating best practices for teaching course content, b) eliciting feedback from team on course improvement</li> <li>5. Orients new faculty to course, providing guidance around classroom policies</li> <li>6. Provides ongoing support and mentorship to faculty regarding content of course- this may include providing ideas for weekly student engagement.</li> <li>7. Set up Blackboard template so they are ready for any format (online, hybrid, and face-to-face courses); <i>this INCLUDES providing content for modules. It IS NOT required that Leads set up weekly discussion board questions/activities (but they can make suggestions). Setting release dates on modules, discussions, and assignments, and the gradebook is NOT the Lead responsibility.</i></li> <li>8. Works with Chair and Directors to identify affiliate faculty in the pool to staff sections.</li> <li>9. Provides the Chair and/or Program Director with observations that might assist with understanding performance of faculty teaching the course</li> <li>10. Offers optional peer observation/feedback on course delivery to teaching team.</li> <li>11. Releases syllabus, shell of schedule, and assignments <b>five weeks before classes begin.</b></li> <li>12. Releases Blackboard Template <b>three weeks</b> before classes begin.</li> </ol>
<b>Instructor Teaching the Course</b>	<ol style="list-style-type: none"> <li>1. Adheres to teaching expectations of faculty (Cat I, II, or III) expectations outlined in Department of Social Work Guidelines and MSU Denver Handbook for Professional Personnel</li> <li>2. Participates in content team meetings organized by Lead</li> <li>3. Provides feedback to lead on reviews/research done for course to contribute to quality improvement of course</li> <li>4. Assess and adapt course materials and assignment as well as general organization of course schedule. Ensure they are appropriate for the course delivery (hybrid, online, or on campus). Hence, <b>confirms with Lead permanent vs. modifiable parts of syllabus and embedded assignments.</b></li> <li>5. Integrates best practices for teaching course content (attends to professional development)</li> <li>6. Set up Blackboard template so they are appropriate (BEFORE classes begin) for the course delivery; hybrid, online, or on campus; <i>this MAY INCLUDE adding to content modules and ALWAYS INCLUDES setting up and/or modifying weekly discussion board questions/activities, setting release dates on modules, discussions and assignments, and the gradebook</i></li> <li>7. Prepare and implement all tasks involved in regular student engagement of the content that comport with the student learning objectives. This can come in the form of lectures, handouts, audio/ visual aids, videos, facilitating in class activities, etc.</li> </ol>

You can find the full policy in the Appendix of this document.

The following checklist can be used as you prepare for the start of the semester:

- Syllabus**
  - Dates
  - Your information (name, office hours, contact information)
  - See syllabus tip sheet
- Your Instructor**
  - Update your instructor page with a description of yourself and communication preferences
  - Add a picture
- Find your room and familiarize yourself with the set-up & technology (Face-to-Face Classes only)**
- Dates**
  - Syllabus Dates
  - Schedule Dates
  - Assignment Dates
  - Discussion Board Dates
  - Assessment/Test Dates
  - See all things date tip sheet
- Announcements (Online required, On campus Optional)**
  - Create a welcome announcement
- Discussion Board (ONLINE ONLY)**
  - Check dates, availability, and settings
  - Read and/or edit existing questions and activities
  - Add new questions, activities, videos, etc.
- Content**
  - Review and become familiar with content
  - Prepare new lectures, power points, videos, and resources
- Assignments/Assessments**
  - Become familiar with assignments/assessments
  - Check dates
  - Check descriptions of Assignment/Assessment and make sure they are suited for online learning
  - Review or create rubrics or grading sheets if desired
- Feedback and Communication**
  - Clarify with students your feedback modalities
  - Clarify with students your preferred communication and availability
- Hide/Unpublished/Availability (Online Only)**
  - Check discussion groups and set availability
  - Check assignments/assessment and set availability
  - Check content and modules
  - Check overall course and hide what students do not need to see
- Blackboard Resources**
  - Review what you need

**Full Online Instructor Checklist:** Please see the in the Appendices of this document

## Teaching Resources at MSU Denver

### [Educational Technology Center](#)

The Educational Technology Center (ETC) exists to collaboratively enhance teaching and learning, through promoting sound pedagogy and the innovative and effective use of technology. The ETC designs, develops, implements, and supports systems, services, and products which are essential to teaching and learning both online and in the classroom.

Additionally, the ETC supports instructional technologies that can contribute to MSU Denver's academic excellence by increasing student engagement with course materials, supporting active learning strategies, fostering communication and collaboration, streamlining course administration, and assisting students in developing their skills for the future.

### [IT Help Desk](#)

The HelpDesk KnowledgeBase provides our learning community at Metropolitan State University of Denver with "anytime, anywhere" access to key information services. Whether you are a student, staff member or faculty member, the KnowledgeBase provides the online resources necessary to address your technology needs. Please let us know if you can't find a solution to your problem by filling out the feedback form at the bottom of the page, submitting a [help ticket online](#), or calling the [MSU Denver Helpdesk](#).

### [Center for Teaching, Learning, and Design](#)

The screenshot shows the homepage of the Center for Teaching, Learning and Design at MSU Denver. The header includes the title and a breadcrumb trail: "MSU Denver Home / Center for Teaching, Learning and Design". A navigation menu on the left lists: Home, About, Events & Workshops, Programs, Projects, Staff, and Contact Us. The main content area features a title "MSU Denver Center for Teaching, Learning and Design" followed by a paragraph about the center's mission. Below this are two featured articles: "ELITE Certification" and "TLTS - October 5, 2018". The "ELITE Certification" article mentions a partnership with Quality Matters and the E-Learning and Instructional Technology Exemplar (ELITE) program. The "TLTS" article mentions the annual MSU Denver Teaching and Learning Technology Symposium.

There are [CTLD events](#) and see **attached** for more general development opportunities from our Professional Development arm of HR. They provide a Category III New Faculty Orientation, Trainings and other Resources.

CTLD also provides assistance for [Instructional Accessibility](#). [Learn more!](#)

## Professional Development Sources

**WANT MORE SUPPORT ON GENERAL TEACHING NEEDS beyond help from your Lead Instructors**

**Leading Difficult Discussions in Class and Online** SIP 6.3, Feb 2018, **Thirsty for Strong Instructional Practice? About The Well**

**There's something wrong with the way we're grading that isn't being talked about nearly enough.** Podcast with Dr. Linda B. Nilson, PhD, Director of the Office of Teaching Effectiveness and Innovation at Clemson University

**Teaching Critical Thinking: Some Practical Points** Linda B. Nilson, PhD

## MSU Denver Department of Social Work- **Lead Faculty Model**

The Department of Social Work utilizes a Lead Faculty Model as a mechanism for ongoing quality assurance of courses in order to maintain consistency across sections of courses in the BSSW and MSW Programs. The model designates one full-time faculty member to oversee the management and implementation of a course. Having a single Lead point of contact allows for the coordination between the Council on Social Work Education’s Educational Policy and Accreditation Standards (CSWE EPAS), and additionally helps to align with College- and University-level assessment initiatives. A large number of CSWE accredited institutions adopt Content Area Lead models. *Lead faculty responsibilities include:* 1) design of course content aligned with learning objectives; 2) support for the course’s “teaching team” by providing orientation; mentorship on teaching content; guidance with Department policies on handling student performance concerns; and observational feedback on faculty teaching the course; and 3) consistent feedback for course adjustments and curricular improvements. The Lead Faculty Model ensures compliance with Council on Social Work Education (CSWE) behavioral learning and assessment competencies. The determination of who will serve as lead faculty is made by the Chair and Directors and is determined by considering the following factors a) faculty desire to be Lead, b) experience teaching the course, c) expertise in the content area, d) quality of performance as a lead and e) continuity of faculty.

### **Time Commitment Related to Lead Faculty Activities**

Tasks related to regular faculty duties already part of a faculty persons job such as basic course syllabus development and maintenance do not receive compensation, it is the additional work on top of these duties that Lead Faculty are compensated for. The instructor teaching the course section does not receive any additional compensation and the time they would have spent on tasks the Lead begin for them they spend on the team meetings and feedback process. Each semester Lead Faculty responsibilities may vary depending on needs for revisions of the course and the needs of the teaching team. The following table breaks down the general Lead Faculty components and estimates the range of hours these would take the Lead Faculty in a given each semester *for each course*.

<b>Content Area Lead Faculty</b>	<b>Report to/ Accountability</b>	<b>Hours</b>
<b>Course Content Preparation and Maintenance</b>		
*Course content preparations, including Blackboard coordination between online and F2F	Distance Learning Coordinator & ETC	10-40
Updated content per annual assessment feedback	Assessment Committee	7 – 10
*Incorporating changes for EPAS 2015 compliance	Distance Learning, Assessment, and Curriculum Committees	5-20
<b>Content Team Oversight</b>		
<ol style="list-style-type: none"> <li>1. Orientation and Team Development (minimum of 1 meeting/ semester) with groups or individual instructors</li> <li>2. Skill building mentorship (how to’s, tips, promising practices)</li> <li>3. Problem solving mentorship (including Student Performance procedures)</li> <li>4. Communication with Chair and Director on evaluation of affiliate</li> <li>5. Periodic communications regarding check ins, alerts</li> </ol>	Chair, Program and Field Directors	20 - 30
Screening, recommending, and procuring Category III faculty to staff course sections (heavily dependent on # of sections)	Chair and Directors: Staffing pattern	3-20
<b>Total</b>		<b>45-120</b>

\*Activities solely related to or exacerbated due to the 2018-2019 Curriculum Role Out

## Breakdown of Lead Faculty Duties vs Non-Lead Faculty Duties

Faculty Role	Tasks
<b>Lead Faculty</b>	<ol style="list-style-type: none"> <li>1. Adheres to teaching expectations of faculty (Cat I, II, or III) expectations outlined in Department of Social Work Guidelines and MSU Denver Handbook for Professional Personnel</li> <li>2. Design and maintain course syllabus and major assignments (works with assessment coordinator on updating and implementing scoring of embedded assignments)</li> <li>3. Order books (for bookstore and faculty desk copies) by required date</li> <li>4. Hold at least one content team meeting per semester plus regular communication that the course is offered with the teaching team which includes a) discussion of integrating best practices for teaching course content, b) eliciting feedback from team on course improvement</li> <li>5. Orients new faculty to course, providing guidance around classroom policies</li> <li>6. Provides ongoing support and mentorship to faculty regarding content of course- this may include providing ideas for weekly student engagement.</li> <li>7. Set up Blackboard template so they are ready for any format (online, hybrid, and face-to-face courses); <i>this INCLUDES providing content for modules. It IS NOT required that Leads set up weekly discussion board questions/activities (but they can make suggestions). Setting release dates on modules, discussions, and assignments, and the gradebook is NOT the Lead responsibility.</i></li> <li>8. Works with Chair and Directors to identify affiliate faculty in the pool to staff sections.</li> <li>9. Provides the Chair and/or Program Director with observations that might assist with understanding performance of faculty teaching the course</li> <li>10. Offers optional peer observation/feedback on course delivery to teaching team.</li> <li>11. Releases syllabus, shell of schedule, and assignments <b>five weeks before classes begin.</b></li> <li>12. Releases Blackboard Template <b>three weeks</b> before classes begin.</li> </ol>
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### **Background on Duties and Categories of Tasks:**

- 1) *Ongoing Departmental Assessment.* The Assessment Committee has a set of processes in place for the use and consideration of the assessment data for each program; Lead Faculty are critically important to this process.
  - a) Committee recommendations are disseminated to all program faculty who discuss the findings and recommendations. For items requiring action, such as changes to an assignment or delivery of content, the appropriate **Lead Faculty take the lead on changes to particular assessment processes for program faculty to review.**
  - b) **Lead faculty are instrumental in communicating assessment procedures** (e.g. rubrics to evaluate student assignments per CSWE guidelines) to their respective Content Teams.
- 2) *Accreditation.* During AY 2016-17 Dept. of SWK received full Reaffirmation/ Reaccreditation from CSWE on the 2008 EPAS. The MSW and BSSW Programs needed to update their curriculum to align with the latest CSWE Educational Policy and Accreditation Standards (2015). Throughout the 2015-2016 and 2016-2017 AYs the programs worked on significant curricular changes in response to a) 2015 EPAS updates, b) several years of student feedback, and c) almost 80% change in faculty expertise since original curriculum was designed. **Curriculum changes roll out in the 2018-2019 academic year, causing increases in time commitment from Lead Faculty.**
- 3) *Student Performance Procedures.* The Department of Social Work has as their primary mission the successful professional education and development of our students for the field and profession of social work. As professional and accredited educational programs, each program in the department is required to make sure that students adhere to the standards, ethics, and values of the profession. **Lead faculty play a role in reinforcing Student Performance procedures, particularly in areas where students have difficulties with course expectations and/or assignments.**

### **Lead Faculty Model Compensation:**

Any Cat I or Cat II faculty interested in being Lead for a course may make this request of the program director; Lead Faculty assignments to courses are assessed and assigned based upon needs of the program and goodness of fit with the faculty expertise. As compensation for the duties outlined in duties above Lead Faculty will receive either, a) a *stipend* in the form of a salary supplement (amount based upon MSW prepared affiliate faculty rate) or b) a *course release* if they have enough credit hours to be released from a course. If a faculty member has enough credit hours earned to take a course release, they may still take the salary supplement if that is their wish.

Lead Faculty compensation comes in the form of credit hours paid through salary supplement or release time. These credit hour totals are determined by using a formula commiserate with time it potentially would take to teach a course (it takes into consideration the number of sections Lead Faculty is in charge of). The number of credit hour compensation a Lead Faculty can receive is capped at three credit hours. **In light of heavier gap year work for our faculty, the current formula for compensation will not be modified for 2018-2019, even though the three credit hour maximum cap will go into effect. The formula change to reduce the cost of the Lead Model will begin AY 2019-2020.**

## Access Center Informational Sheet for Faculty

The Access Center (AC) is the designated department responsible for determining appropriate academic adjustments and auxiliary aids and services for students with disabilities. Such a determination is based on disability documentation (provided by the student) from a qualified professional and a collaborative interactive process to determine accessibility needs.

Our student-centered faculty are crucial to the University's efforts to provide an accessible learning experience while maintaining the rigor of its academic standards and intended learning outcomes.

### Key Points

- Over 90% of students served by the AC have non-apparent disabilities that include: depression, anxiety, PTSD, ADHD, learning disabilities, TBI, etc.
- Students diagnosed with mental health conditions are the fastest growing and largest category of students served by the AC.
- The AC currently has approximately 1300 students registered with our office.
- Openly accept the student's Accessibility Notification Letter and engage the student in discussion regarding any accessibility issues when requested by the student.
- Maintain confidentiality regarding a student's accommodation needs and conduct accessibility related discussions in a private setting.
- Do not provide accommodations to students before receiving an Accommodation Notification Letter.
- Contact the AC regarding student concerns related to accessing instructional materials (i.e. PDF document).
- Please respond immediately to email requests related to accommodations (i.e. providing exams for accommodated testing, providing notetaking assistance and providing course information to determine flexibility with attendance).
- Accommodations are not retroactive unless special circumstance warrant adjustments. Openly accept an Accommodation Notification Letter anytime during the semester.
- Students with temporary medical conditions (i.e. broken wrist) can be referred to the AC for temporary accommodations.
- Students with disabilities should be held to the same academic and student conduct standard as every other student. A student's disability may explain a disruptive behavior, but it does not excuse it.
- Students seeking accommodations because of medically related complications due to pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery should be referred to the AC.
- Contact your department's designated AC liaison regarding general questions about accessibility issues. Questions related to a student who has provided an Accommodation Notification Letter should be directed to the specific Accessibility Coordinator whose name appears at the bottom of the letter.
- Students with service animals are not required to be registered with the Access Center to bring their service animal to class. In situations where it is not obvious that the dog is a service animal, staff may ask only two specific questions: (1) is the dog a service animal required because of a disability? and (2) what work or task has the dog been trained to perform? Staff are not allowed to request any documentation for the dog, require that the dog demonstrate its task, or inquire about the nature of the person's disability. Please see the service animal policy for additional information.  
[https://msudenver.edu/media/content/accesscenter/documents/accesscenterforms/Service\\_Animal\\_Policy.pdf](https://msudenver.edu/media/content/accesscenter/documents/accesscenterforms/Service_Animal_Policy.pdf)
- Students bringing therapy/ emotional support animals to class need to provide an Accommodation Notification Letter. Please contact the Access Center with questions regarding distinguishing between a service and therapy animal.

## How to Refer a Student

Students have the right to choose if and when to disclose their disability. Faculty and staff are obligated to refer students to the AC who have self-disclosed their disability and are requesting accommodations. If they do not disclose, then faculty should respect their privacy. However, faculty can certainly engage any student who is struggling by saying something like, "I see you are really struggling in my class, would you like to talk about it?" If the student says, "I having a learning disability and used accommodations in high school," then instructor can refer the student to the AC.

## Required Course Syllabus Statement:

"The Metropolitan State University of Denver is committed to providing an accessible and inclusive learning environment for all students, including those with disabilities. Students with a diagnosed condition/disability which may impact their access, performance, attendance, or grades in this class should contact the Access Center, located in the Plaza Building, Suite 122, 303-615-0200.

The Access Center is the designated department responsible for coordinating accommodations and services for students with disabilities. Accommodations will not be provided until an Accommodation Notification Letter is provided to faculty by either the Access Center or student. Information pertaining to a student's disability is treated in a confidential manner. Further information is available by visiting the Access Center website [www.msudenver.edu/access](http://www.msudenver.edu/access)."

## Contact Us

For additional information about the AC and providing an accessible learning experience for all students, please visit [www.msudenver.edu/access](http://www.msudenver.edu/access) and select the "Faculty Information" tab. The AC is located in the Plaza Building, Suite 122, 303-615-0200.

## Additional Resources

- For support with general web page design, including creating an accessible MSU Denver web page template, please contact: **Office of Marketing and Communications, (303) 615-0100**  
<http://www.msudenver.edu/marcom/communications/>
- For support or questions related to accessible course design and creating accessible documents, please contact: **Center for Teaching, Learning and Design, (303) 615-0800**  
<http://www.msudenver.edu/ctld//projects/instructionalaccessibility/>
- For support with captioning of media, please contact: **Information Technology Services, 303-352-7548**

Here's an inventory of teaching tips. A few handouts are also included. Feel free to reach out to this full-time faculty member for more details!

Karina-

How to give feedback- for papers will give feedback on APA and grammar, give students opportunity to resubmit the work to be able to earn more points; ask students to write response about how they're integrating feedback

Lori-

Turn in an outline when it's an especially difficult assignment, gets them thinking about the paper/structure

Kristin A.

Scaffolding built into capstone class; lots of flexibility built into project, they turn in drafts of all components of the proposal; having them work in small groups to have them give feedback to one another; they do best when I give them guidance on how to give constructive feedback; model feedback to the group about the feedback process, then have them practice feedback relating to structure and content of papers

Barbara

How to frame each class and set the tone for each class- every class begins with a mindful minute with a pretty picture, breathe, close eyes; every class we're all arriving from something so how do we get ready to be here together; word of the day- looking at the source; end with a quote of the day- sometimes based on the climate of the class, or content of the day

Louise

Always start with a ritual, and talk about mindfulness based practice, talk about confidentiality and holding the space, being present together; when doing role plays always debrief about what came up for the student during this activity

Kristin D.

Being intentional about how we work in the classroom and bring our philosophy into the classroom; Created a cultural strengths in teaching inventory to use to help students think about their needs in the classroom (as well as for instructors to grow in their work); KD will share document with the group

Ann S.

Lots of journaling/group discussion in field; activity for examining field experiences; class assignment that breaks up check in process and provides additional prompts for self analysis

Ann O.

Feedback process, what are they going to get out of the class, what are the goals of the class, what are they going to get out of the class, opening up to learning about student experiences; teaching them how to give feedback, what can instructor do better AND what can group/students do better; flipgrid- video chat responses/discussion boards, method for creating dialogue for online courses

Kate

Using cards to manage classroom activity; use cards to group folks into small groups; ace your group has to go first, joker you pick your group

Shawna

Multiple early morning classes- takes about 30 minutes to wake up- created “coffee talk”- students have now taken ownership of the process, bring in their own coffee, mugs, created culture in the class; way to check in with one another, created community and discuss about leadership and team building activities

K

Family Feud activity; use to get students to answer questions about the most important points of readings/weekly content; asked group for feedback on how to adapt activity for an online format

Lara

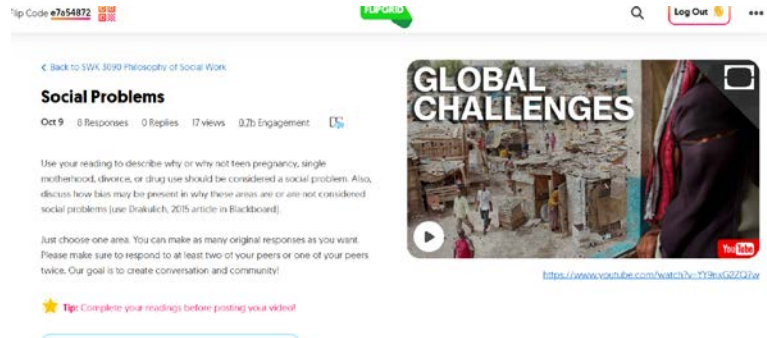
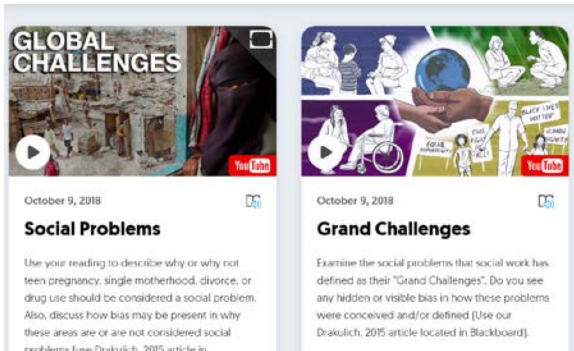
Liberating structures ([liberatingstructure.com](http://liberatingstructure.com)) techniques to facilitate meetings/discussions; great way to help entire group feel heard

Jessica Ritter

Activity for presenting content that might be a little dry; put the class into an imaginary agency/group and have them work through the concepts, for instance the process for creating policy change; JR will share handout with the group



# <https://flipgrid.com/>



Welcome to Flipgrid! Here are the basics you need as an educator to start igniting discussions in under 2 minutes!

- **Login** - Access your 100% free educator account at [admin.flipgrid.com](https://admin.flipgrid.com). Educators on mobile devices also login here, not on the app.
- **Create a Grid** - A Grid is your community. Name your Grid and note the auto-generated Flip Code. In addition to the Flip Code, educators select an option for Grid community type:
  1. [School Email Domain](#) - Students enter the Flip Code and verify their school email using Microsoft or Google.
  2. [Student ID List](#) - Students enter the Flip Code and input their Student ID # or scan a QR code for verification.
  3. [PLC and Public](#) - Allow anyone to view videos with just the Flip Code. To record a video, participants verify their email address via Microsoft or Google.
- **Add Topics** - Flipgrid creates an introduction Topic for you. Edit or create new Topics and include videos, images, attachments, or other optional resources.
- **Share with students** - Students don't create accounts. Simply share the Flip Code and have them input the Code at flipgrid.com or on the free Flipgrid app. Students will verify via email, Student ID, or QR code to participate!

Learn more about the [Flip Code](#) and get further details on Grid community types with [school email domains](#), [Student ID List](#), and [PLC and Public](#) Grids.

See our [Do's and Don'ts](#) for Flipgrid best practices and make sure to collect consent forms from all students before onboarding them to the platform.

# Feedback

## Set student goals and expectations at the beginning of the semester

- Have student set learning goals for themselves, their peers, their instructor, and their course.
- Have students discuss how these will be measured, when they will know they are met, and or when they will know they need tweaking.
- Discuss these goals and how they will create/fit into the class
- Explain how to contact me, how to give feedback to me and each other, how to give feedback to the department, complaint policy, etc.
- Have a discussion about how I view feedback with regard to grades, assignments, classroom/online behavior, etc.
- Write up the goals/discussion and post in Blackboard.

## Administer mid semester (Week 6) surveys to solicit course feedback

- Base feedback surveys on course objectives, course values, and student goals set at the beginning of the semester.
- Ask feedback questions that gives students responsibility for class quality & their own learning.
- Summarize results, present results back to class, and create a plan of a couple of things to change/integrate based on feedback.
- Share with students when you are doing something in response to their feedback.
- Invite them to share what they are doing differently because of their own feedback.

## Student SRI Completion

- Give time in class to complete SRI
- Share with students how and when SRIs are used

## In Class informal end of semester evaluation discussion

- Revisit and discuss how student's and course goals were met.
- Discuss how students can apply what they have learned and how they may get their goals met in future classes.
- Discuss process of feedback and reinforce its importance.
- Discuss the course activities and materials with regard to "liking" but also with regard to meeting course and student objectives.
- Express what I have learned from this course as an instructor and how I will integrate what I have learned into other courses.

**Title:** Framing the class and setting the tone

**Purpose:** To ground students in the theme of each week and continue building a learning community.

**Description:** Each class begins with a mindful minute. I acknowledge that students are coming from many parts of their lives – other classes, work, family, traffic – and I want them to have a moment to truly arrive. I encourage students to be silent and still, close their eyes if they are comfortable, and breathe while I keep track of time.


The mindful minute is followed by a word of the day related to the topic at hand. I take the definition from the Online Etymology Dictionary.

Each class ends with a quote of the day, sometimes related to the topic of the class and sometimes related to the energy of the class.

**Example from week 1 in Generalist Practice III:**

**Image for mindful minute:**



**Word of the day – practice (v.)** 

c. 1400, "to do, act;" early 15c., "to follow or employ; to carry on a profession," especially medicine, from Old French *pratiser*, *practiser* "to practice," alteration of *practiquer*, from Medieval Latin *practicare* "to do, perform, practice," from Late Latin *practicus* "practical," from Greek *praktikos* "practical" (see *practical*).

From early 15c. as "to perform repeatedly to acquire skill, to learn by repeated performance;" mid-15c. as "to perform, to work at, exercise."

Related: *Practiced*; *practicing*.

**Quote of the day:** "If you are aware that all things change, there is nothing you will try to hold back. If you are not afraid of failing, there is nothing that you can't try."

~ Pam Metz, *The Tao of Learning*



## October All SWK Faculty:

# Effective Teaching Technique Extravaganza!!!

**Instructions:** In a half a page or less, write down one of your favorite teaching techniques/ strategies/ methods. Examples might be an activity that engages students in the material, classroom management strategy, tips for providing effective feedback, tips for inspiring discussion, or presentation tools—whatever you find effective and do not mind sharing so others can learn! Please feel free to include applications for face-to-face and/or online instruction.

**Please include 1) Title, 2) Purpose, 3) one paragraph description, and 4) one paragraph example of an application of your techniques/ strategies/ method.**

**You will only have 3 minutes to share your teaching technique!** Therefore, please write down enough details in your handout so others can glean the main and potentially reproduce it.

### Family Feud Activity

**Purpose:** provide students a fun way to engage in readings and collectively answering questions about what's most important for the class content.

With this activity, I ask students to get in small groups (aka families) and get ready to respond to questions. I ask the groups to huddle up and prepare answers for questions that I've created with a small subset of possible answers. For example, what are three of the strengths associated with bisexual identities (according to our readings)? I then will have 4 or 5 pre-prepared answers each with point values attached to them based on how prominent they were in the reading. Teams take turns answering and accumulating points for several different questions.

In another variation of this activity, I ask them to use their electronic devices to come up with the answers to questions that may be related to the class content, but were not necessarily in the readings.

I have not adapted this for an online format, and would be interested in the group's suggestions on this. I could see this happening in synchronous time over Zoom using groups.

# October All SWK Faculty: Effective Teaching Technique Extravaganza!!!

## What's in the cards?

Who: You and your class!

What: A strategy for mixing the class and getting students into groups

Materials: Deck of cards

Why: Because groups of friends, cliques, and lonely students need help with getting into groups!

Process:

1. Identify the number of groups you need and the number of students. For example, you have 15 students. You want five groups of three.
2. Select five types of cards and three of each card.
3. Walk around the class and have students chose a card. (This process is totally random.)  
\*\*\*\*\*  
\*\*\*\*\*
4. BONUS: IF you need to split people up or encourage togetherness, you can always do card "tricks!"

## Fun idioms about cards:

- Ace in the hole!
- Call a spade a spade!
- Deal a good/ bad hand...
- A few cards short of a deck
- Not in the cards!
- IN the cards!
- Follow suit
- Force someone's hand
- Have a card up your sleeve
- Have the cards stacked against you
- Hold all the cards
- House of cards
- Joker in the pack
- Lay your cards on the table

For more reading and fun references, please visit. <http://www.idiomconnection.com/card.html>

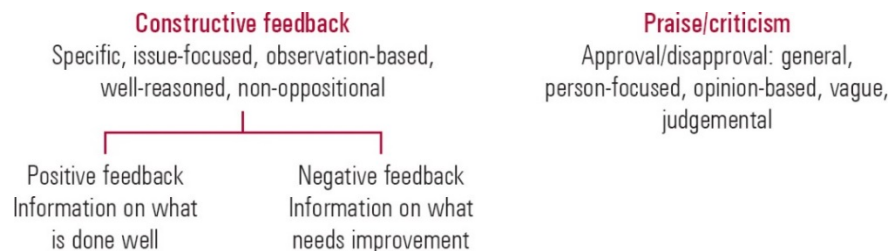
This teaching strategy is dedicated to Dr. K Scherrer, who loves to play and whose playful spirit is always appreciated.

### Small Group Workshops

Capstone class uses a scaffolded teaching approach; students turn in pieces of their Capstone Project Proposal throughout the semester for feedback. These pieces are then brought together at the end of the semester for their Final Proposal and Ethics Application. To make the project more manageable, we spend considerable time discussing each component of the paper, as well as brainstorming project ideas and how to apply them within the required framework of the proposal.

In class, I break students into small group and ask them to provide each other with constructive feedback on their ideas and written work. I try to create groups based on similar project ideas or similar fieldwork placements. I also give them instructions & an example of how to provide constructive feedback, as well as guiding questions they can use to structure their discussions. This approach can be used online or face-to-face.

### Description of Constructive Feedback:



**Example of Constructive Feedback:** I use an excerpt from a former student’s proposal (anonymous and consent obtained) and discuss the strengths and areas of improvement.

**Guiding Questions:** I offer questions for the students to consider as they review each other’s work. For example, below are some sample questions that I’ve used to guide peer workshops on Literature Reviews:

#### Structural Elements

- Is there a clear & focused introduction, body & conclusion?
- Is the body of the paper organized in a logical way? Are headers & sub-headers used appropriately?
- Does the grammar & formatting reflect professional quality writing?

#### Content Elements

- Does the introduction state the purpose & scope of the LR? Does it include key definitions? A roadmap for the reader?
- Does the body appear to address key aspects of the need & proposed project?
- Does the conclusion summarize key points, identify gaps/limitations & connect back to the project’s purpose?

## Cultural Strengths in learning

NAME:

Chavez and Longerbeam (2016) stated that cultural frameworks “can be conceptualized as flowing along a continuum of behaviors, beliefs, assumptions, and priorities” (p. 8). As part of our professional journey in skill development as well as lifelong learners, each of us will begin to think about how we approach the teaching-learning exchange. The important part – *be honest*. This is not a right/wrong framework, but a way for you and me to think about how we can meaningfully engage with each other and the course content.

Instructions: Place an “x” in the box that most approximates where you fall on the continuum between IND and INT. For example, if *purpose of learning* for IND is very true for you, place an “x” in the closet box to it. If neither of them are very true for you, an “x” might be placed somewhere in the middle.

Continuum	Framework style							Framework style
<i>Behaviors, beliefs, priorities, etc.</i>	IND framework							INT framework
<i>Purpose of learning</i>	Knowledge, individual competence, to move forward toward goals and the betterment of humanity							Wisdom, betterment of the lives of those with whom we are connected – family, tribe, community
<i>Ways of taking in knowledge &amp; processing knowledge</i>	Mind as primary, best, or only funnel of knowledge							Mind, body, spirit/intuition, reflection, emotions, relationships as important aspects and conduits of knowledge
<i>Interconnectedness of what is being learned</i>	Compartmentalized, separate; understanding how the parts work separately, abstractly, will lead to the greatest understanding							Contextualized, connected, belief that understanding how things affect each other within the whole and within the family – community will facilitate understanding
<i>Responsibility for learning</i>	Learning is a private, individual activity; responsible for one’s own learning so that others are not burdened							Learning is a collective, shared activity – responsible for one’s own as well as others’ learning
<i>Time</i>	Linear, task oriented – can be measured and used, to be on time shows respect							Circular, seasonal, process oriented, dependent upon relationships – to allow for enough time shows respect

Continuum	Framework style							Framework style
<i>Behaviors, beliefs, priorities, etc.</i>	<b>IND framework</b>							<b>INT framework</b>
<i>Role of the teacher</i>	Provider and evaluator of knowledge – best perspective and ways of learning; communication primarily between teacher and student							Facilitator of learning experiences – multiple perspectives and ways of learning, wide variety of interactions amongst students and between teacher and student
<i>Student interactions</i>	Others’ perspectives are optional for learning – primarily rely on verbal messages, individuals are paramount, both written and verbal communications primary							Others’ perspectives and interpretations are essential to learning – high use of nonverbal, collective as paramount, multiple streams of communication
<i>Sequencing</i>	Learning by mastering abstract theory first, followed by testing – unlikely to include application							Learning by doing, listening to others’, experiencing first and then draw out abstract theory

Culturally INDviduated framework: a private, compartmentalized, linear, independent conception of the world is common, assumed, and valued.

Culturally INTegrated framework: an interconnected, mutual, reflective, cyclical, contextually dependent conception of the world is common, assumed, and valued.

Reflect upon your cultural strengths – what is one (or two) things you want your instructor to know that will help you learn, participate, and grow?

## October All SWK Faculty:

**Instructions:** In a half a page or less, write down one of your favorite teaching techniques/ strategies/ methods. Examples might be an activity that engages students in the material, classroom management strategy, tips for providing effective feedback, tips for inspiring discussion, or presentation tools—whatever you find effective and do not mind sharing so others can learn! Please feel free to include applications for face-to-face and/or online instruction.

**Please include**

**1) Title: Coffee Talk**

**2) Purpose: Classroom Management/Leadership & Team Building, F2F**

**3) One paragraph description**

I teach multiple early morning classes this semester and had noticed students were spending the first half hour of our class waking up. I started bringing a coffee maker to class to brew a pot for students to use. I usually have the pot done by the time they arrive and now after doing it for 9 weeks, I have students who are invested in this strategy. They bring their own mugs to class, bring coffee to add to variety and have owned that this is how we start our day. It has led to what I deem Coffee Talk. Where we use this time to sip coffee and check in with each other, set the day up for what is to come and begin our conversations on content.

**4) One paragraph example of an application of your techniques/ strategies/ method.**

These early morning classes are my leadership classes and part of the teaching applications with coffee talk is to introduce different team building exercises they can use when they are leading a meeting. It is also meant for them to build strong ties with their own groups they work in for the midterm and final assignment. I have them get in their groups during coffee talk and perform a team builder. One I used last week, was bringing in a deck of cards for each group (6 decks from dollar store!) and have them work together to build a card house. I get to see who emerges as the leader in each group, wakes them up even more and we can discuss how building the house is like growing leadership/building an organization.

# Best Practices for LGBTQIA+ Inclusive Classrooms

Compiled by Alayna Shaw, MSW, and Kristin Scherrer, BSSW Program Director and Faculty

Being inclusive and respectful for individuals of various identities is critical for social workers. One of the ways that we can model inclusive practices with Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual and other sexual and gender minorities (LGBTQIA+) is by not making assumptions about students' gender pronouns. The inclusion of these respectful behaviors benefits all students, not only gender fluid, gender queer, or transgender students.

This resource includes some best practices for helping to cultivate a learning environment where students feel welcome, validated, and included. For your convenience, we've included several images that provide illustrations of common gender pronouns in this handout.

## First Day of Class:

- Avoid making assumptions about students' gender identities. When in doubt, ask!
- On the first day of class, provide an opportunity for students to introduce themselves with their preferred name and pronouns. You can model this through your own introduction, (e.g., “My name is Alex Robinson. Please call me Professor Robinson or Dr. Robinson. My pronouns are she, her and hers.”)
- You may wish to provide some additional context for this, for instance by emphasizing that your classroom is a place where all identities are respected, and that you do not want to make any erroneous assumptions about others' identities.
  - Note from Kristin: I sometimes find that this activity can make students uncomfortable and prompt giggling or other actions that indicate that students are not taking this activity seriously. I find that reminding students that pronouns are important for all of us, as we want to be recognized and understood in society, and then ask them to treat this activity seriously.
  - Please feel to reach out to either of us if you would like to talk more about how you might frame this activity in your class (Kristin Scherrer, [kscherr3@msudenver.edu](mailto:kscherr3@msudenver.edu)).
- Do not read names from the roster out loud. These names may not match students preferred names. As an alternative, ask students to introduce themselves using their names and then check that against your official course roster. If there are discrepancies between the official course names and student names during introduction, then you can follow up with the students individually after class in-person or via email.
- If the strategy above does not work for your course because of class size or topic, one of these alternative and/or additional strategies may be helpful:
  - It may be useful to have students write their names and pronouns on notecards during introductions, as an ongoing resource for students and faculty.
  - Email students prior to the first day of class to ask preferred names and pronouns so that you will have this information at the ready. (This method does not provide a mechanism for sharing this information with other students).
  - Prepare students for an upcoming conversation around gender pronouns via email.
  - In online classes, you can add preferred names and pronouns to the requirements for an introductory post. In some ways, because we do not regularly see one another in online

formats, it is easier to understand how we might make assumptions about one another's gender identities.

- Pass around a seating chart or sign-in sheet with columns for students to write in their preferred names and pronouns. (This method does not provide a mechanism for sharing this information with other students).

### After First Day of Class:

- Use the name and pronouns students ask you to use.
- Avoid referring to students as “Mr.”, “Miss”, “ladies”, “gentlemen”, “sir”, or using other gendered language. Good replacements are “folks”, “everyone”, “students”, etc.
- Avoid segregating or grouping students by sex, gender, or other identities.
- Remember, no student can (or should be asked to) speak on behalf of an identity group.
- Students’ preferred name and pronouns should be used consistently throughout the course, in written materials, class discussions, etc.
- Using gender neutral pronouns takes practice! Practice, practice, practice!
- Respect students’ privacy by only sharing their gender identity after receiving their consent.
- If you make a mistake, apologize to the individual, correct your mistake, and move on.

# Gender Pronouns

Please note that these are not the only pronouns. There are an infinite number of pronouns as new ones emerge in our language. Always ask someone for their pronouns.

Subjective	Objective	Possessive	Reflexive	Example
She	Her	Hers	Herself	She is speaking. I listened to her. The backpack is hers.
He	Him	His	Himself	He is speaking. I listened to him. The backpack is his.
They	Them	Theirs	Themselves	They are speaking. I listened to them. The backpack is theirs.
Ze	Hir/Zir	Hirs/Zirs	Hirself/ Zirself	Ze is speaking. I listened to hir. The backpack is zirs.

Design by Landyn Pan

transstudent.tumblr.com  
facebook.com/transstudent  
twitter.com/transstudent

For more information,  
go to [transstudent.org/graphics](http://transstudent.org/graphics)

**TSER**  
Trans Student Educational Resources



## Pronouns-- A How To Guide

**Subject:** 1 laughed at the notion of a gender binary.

**Object:** They tried to convince 2 that asexuality does not exist.

**Possessive:** 3 favorite color is unknown.

**Possessive Pronoun:** The pronoun card is 4.

**Reflexive:** 1 think(s) highly of 5.

The pronoun list on the reverse is not an exhaustive list. It is good practice to ask which pronouns a person uses.

© 2011, 2016 UW-Milwaukee LGBT Resource Center

1	2	3	4	5
(f)ae	(f)aer	(f)aer	(f)aers	(f)aerself
e/ey	em	eir	eirs	eirself
he	him	his	his	himself
per	per	pers	pers	perself
she	her	her	hers	herself
they	them	their	theirs	themself
ve	ver	vis	vis	verself
xe	xem	xyr	xyrs	xemself
ze/zie	hir	hir	hirs	hirself

### **Additional Resources:**

Case, K. A., Stewart, B. and Tittsworth, J. (2009). Transgender across the Curriculum: A Psychology for Inclusion. *Teaching of Psychology*. 36(2): 117–21.

Gender Pronouns | LGBT Resource Center. (n.d.). Retrieved January 8, 2018, from <http://uwm.edu/lgbtrc/support/gender-pronouns/>

Schmalz, J. (2015). “‘Ask Me’: What LGBTQ Students Want Their Professors to Know. The Chronicle of Higher Education. <http://chronicle.com/article/Ask-Me-What-LGBTQ-Students/232797> (February 24, 2016).

Spade, D. (2011). Some Very Basic Tips for Making Higher Education More Accessible to Trans Students and Rethinking How We Talk about Gendered Bodies. *Radical Teacher*, 92 (1), 57–62.

Teaching Beyond the Gender Binary in the University Classroom. (n.d.). Retrieved January 8, 2018, from <https://wp0.vanderbilt.edu/cft/teaching-beyond-the-gender-binary-in-the-university-classroom/>

The Problem With Pronouns. (2017). Retrieved January 8, 2018, from <https://www.tolerance.org/magazine/the-problem-with-pronouns>

### **Additional Resources On-Campus:**

[MSU Denver LGBTQ Student Resource Center](#)

## SW Online Instructor Checklist

This is a checklist for instructors who teach online. The lead faculty for your course has created a master container. This master container has standard course information and content. When you are assigned a course, the master template becomes your specific course container requiring you to customize it as needed to meet the needs of your online students. This customization includes many different areas discussed below. Please complete these steps prior to the opening of your course to students. If you need help, please refer to the last section in this document about **Blackboard Resources** and/or contact your lead faculty.

- Syllabus**
- Your Instructor**
- Dates**
- Discussion Board**
- Content**
- Assignments/Assessments**
- Feedback and Communication**
- Hide/Unavailable/Unpublished**
- Blackboard Resources**

### Syllabus

The syllabus is a universal syllabus for online and on campus courses. It contains the basic course information, your contact information, SW Department and University guidelines, and information specific to what you expect from your students. Please review the syllabus and edit as needed in order to reflect your learning expectations for the students (See tip sheet on *All Things Syllabus*).

### Your Instructor

This page is a description of you and your expectations and teaching philosophy. Feel free to add a picture in addition to your contact information and office hours or online availability. Students love to hear about your professional experience and personal interests.

### Dates

Dates are often not included in your course container as courses are offered over multiple semesters. You may need to add dates to the schedule, syllabus, assignments, and discussion boards. If there are dates in your container, please check them to make sure they are correct. Adding dates is helpful to students as they get reminders via Blackboard and the dates populate into their Blackboard calendars that include all their courses (See tip sheet on *All Things Dates*).

You can also customize your class so that assignments, discussion, and/or assessments are due at the time of week you are requiring. This takes a little time and I recommend having a calendar out with your schedule of activities for the course and dates so that you can get the correct dates published in your course. The standard week for online courses is Saturday to Saturday making many assignments and discussions due on Saturday by 11:59pm. However, if you have other due dates, please specify this to students and make clear on your schedule and syllabus. See *All Things Dates* tip sheet.

### Discussion Board

Discussion boards are often the main interaction and communication in online courses. Because of this, please make your expectations clear on how students are to use the discussion board. Online expectations and specifically discussion board expectations can be listed in your syllabus, discussion board welcome page, and in assignments. Clarify: What do

you expect in their post? Do you have a specific length? Do you want APA? What are you looking for, conversation or content mastery? When do they have to reply to the original postings or their peers? There are general guidelines for discussion boards, but it helps for you to be very specific to what you want. You can include this in the syllabus and course description in Blackboard. In addition, you can state your discussion expectations in every discussion board or make a video to share what you expect from students in a discussion post, an announcement or learning module in the first week of class. It usually takes a couple weeks for students to get in the groove so it is a good idea to have your expectations posted frequently for the first 2 to 3 weeks of class. Check and add due dates to the discussion boards if you want to give students notifications and/or set availability. You also have the option to set notifications with dates so that you are alerted to what “needs grading”.

Your lead faculty may have discussion questions listed, please read over these and check them for every module to make sure they match what you are doing. In addition, it is encouraged that you add in your own questions and tailor the questions to your course! Often the text books have ideas in the chapters for questions! There are also different ways of organizing the discussion groups with regard to having smaller groups of folks talk, having pair shares, doing activities, posting videos, etc. Feel free to get creative and ask for suggestions or ideas!

### **Content**

While the instructor provides you with basic course content, you are expected to add new materials including power points, videos, lectures, lecture notes and other current application of course material. **Lectures** can be very brief and can be voice over power points, video power points, or just videos. Having a video presence online encourages more participation from students and a sense of community. It also lends to increased student satisfaction. These videos are often 2 to 10 minutes in length and on different topics throughout the course. You may be using material provided by your lead faculty to cover the basics, but it is expected that you will add your own lectures and content to highlight your professional experience and expertise.

### **Assignments/Assessments**

You need to check the assignments and assessments for due dates and make sure they match with what is in your schedule and syllabus. In addition, make sure that the assignment description is as clear as you would like and directions are sufficient. You can add rubrics, grading guides, and/or checklists to assignments to further help students. Make clear to students your expectations around assignments and your grading style.

### **Feedback and Communication**

It is important to let students know how you will offer feedback during the course of the semester. Let them know how you grade with regard to offering feedback via Blackboard, in an emailed word document, using rubrics, etc. Make clear your response time for grading (e.g., one to two weeks, etc.) knowing that this can be changed if needed.

Share with students your preferred methods of communication and how often you will be online. Expectation is that you reply to emails/course communication during the work week within 48 hours. If you want students to communicate with you via phone instead of email than make this clear as well. Many online faculty are having virtual office hours via Zoom or Skype.

### **Hide/Unavailable/Unpublished**

Make sure to go through your course and decide what you would like the students to see or not see. Your lead faculty may have provided lots of different resources for you to choose from but maybe not to share with students. These are areas that you can make unavailable so that students are not able to view them. You can do this with content, discussion threads, navigation menu items and more. You can also set the availability dates so that certain content is not available until after a certain date and only for a short period of time depending on the activity, assignment, content, and/or purpose.

## **Blackboard Resources**

MSU Online Faculty Commons: <http://sites.msudenver.edu/etc/>

MSU Blackboard Faculty Support: <https://msudenver.edu/etc/services/lab/schedule.shtml>

Educational Technology Center Contact for Students and Faculty: <https://msudenver.edu/etc/blackboardlearnhelppage/>

Blackboard Resources and Videos: <http://www.blackboard.com/educator-resources.aspx>

Getting oriented to Blackboard:

- <https://tinyurl.com/y82pp623>
- <https://metrostate-bb.blackboard.com/webapps/blackboard/execute/launcher?type=Course&id= 104314 1&url>

Social Work Online Resources:

- <https://metrostate-bb.blackboard.com/webapps/blackboard/execute/launcher?type=Course&id= 83489 1&url>

## **Editing in HTML:**

The sections listed above (e.g., syllabus, your instructor page, schedule) will require you to edit the documents you are wishing to change. The documents are in HTML format so that students can easily access the documents online and on their phones. When you edit the document, please do so by clicking “edit in Blackboard”. This will make changes directly to the HTML document. See below for help editing in HTML.

Videos on how to edit in HTML:

- <https://web.microsoftstream.com/video/542f8673-87af-4dca-b1ef-5b75d9ebf5e2>
- <https://web.microsoftstream.com/video/7e8a477c-1e72-4f70-a9fe-045738cfab94>

Copying Microsoft into HTML

- <http://sites.msudenver.edu/etc/blackboard-learn-tutorials/copying-microsoft-text-to-html-files-in-blackboard/>

**Creative Technology Commons:** Lecture/video/power point resource:

<https://library.auraria.edu/ctc>

<https://library.auraria.edu/faculty-resources>

## Detailed Checklist for Online Instructors

- **Syllabus**
  - Dates
  - Your information (name, office hours, contact information)
  - See syllabus tip sheet
- **Your Instructor**
  - Update your instructor page with a brief description of yourself and communication preferences
- **Dates**
  - Syllabus Dates
  - Schedule Dates
  - Assignment Dates
  - Discussion Board Dates
  - Assessment/Test Dates
  - See all things date tip sheet
- **Discussion Board**
  - Check dates, availability, and settings
  - Read Questions
  - Add new questions, activities, videos, etc.
- **Content**
  - Review and become familiar with content
  - Add new lectures, power points, videos, and resources
- **Assignments/Assessments**
  - Become familiar with assignments/assessments
  - Check dates
  - Check descriptions of Assignment/Assessment
  - Review or create rubrics or grading sheets if desired
- **Feedback and Communication**
  - Clarify with students your feedback modalities
  - Clarify with students your preferred communication and availability
- **Hide/Unpublished/Availability**
  - Check discussion groups and set availability
  - Check assignments/assessment and set availability
  - Check content and modules
  - Check overall course and hide what students do not need to see
- **Blackboard Resources**
  - Review what you need

### Available Tip Sheets in Online Instructor Guide

- All Things Dates Tip Sheet
- Online Syllabus Tip Sheet
- Discussion Board Tip Sheet
- Basic Online Teaching Tip Sheet
- Best Practices for Online Teaching Tip Sheet
- Editing in HTML Tip Sheet
- Netiquette Tip Sheet
- Online Presence Tip Sheet

# Departmental Guidelines for Faculty Evaluation

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## **Department Mission Statement**

Our mission is to provide an inclusive, inspiring environment for undergraduate, graduate, and community education in social work that is value driven, research informed, culturally responsive, academically rigorous, and which links theory with practice.

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

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

The following guidelines apply to tenure-track faculty and incorporate changes to the latest edition of the Handbook for Professional Personnel.

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

The College of Professional Studies is committed to a holistic view of the tenure candidate in terms of evaluating his/her performance as part of the big picture of the work and accomplishments in all three areas over the review period. In order to achieve tenure and promotion to associate professor, a candidate must show evidence of effective teaching as well as demonstrate proficiency in the two other evaluation areas based on the guidelines.

**FACULTY MUST MEET ALL OF THE FOLLOWING CRITERIA FOR EACH EVALUATION AREA TO BE ELIGIBLE FOR TENURE AND PROMOTION TO ASSOCIATE PROFESSOR.**

### **Teaching**

The College of Professional Studies values quality teaching with a focus on student learning that supports development of the knowledge and skills necessary to be an effective professional in the field. Earning tenure requires faculty to continue professional growth and development. In the teaching area, this may include participating in activities such as faculty learning communities, peer observation cohorts, and/or workshops and conferences focused on teaching. Faculty members are encouraged to employ innovative and creative teaching methods and technology that stimulate learning through a multifaceted teaching and learning environment. Given the diverse nature of our student body, teaching and advising that supports student success and increases cultural awareness is highly valued.

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

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

*be found across the board in the varied departments and disciplines of an entire university. Good teachers are scholars, researchers, inventors, scientists, creators, artists, professionals, investigators, practitioners or those with advanced expertise or experience who share knowledge, using appropriate methodologies, and who demonstrate and encourage enthusiasm about the subject matter in such a way as to leave the student with a lasting and vivid conviction of having benefited from that interaction.*

*Effective teachers typically maintain high academic standards, prepare students for professional work and development, facilitate student achievement, and provide audiences for student work. Some might add that the best teaching transmits specific skills or enhances talents that students possess, while others would note that good teaching develops habits of mind or provides models of scholarly, scientific, artistic or professional behavior and inquiry much more important than particular information. Faculty typically aspire to a number of other civic purposes in the classroom that may also include encouraging their students to long for the truth, to aspire to achievement, to emulate heroes, to become just, or to do good, for example. At the instructional level, the most important responsibilities of a teacher to his/her students are the following:*

- 1) **Content Expertise:** To demonstrate knowledge and/or relevant experience. Effective teachers display knowledge of their subject matters in the relevant learning environment (classroom, on-line, hybrid, field work, etc.), which typically includes the skills, competencies, and knowledge in a specific subject area in which the faculty member has received advanced experience, training, or education.*
- 2) **Instructional Design:** To re-order and re-organize this knowledge/experience for student learning. Effective teachers design course objectives, syllabi, materials, activities, and experiences that are conducive to learning.*
- 3) **Instructional Delivery:** To communicate and "translate" this knowledge/experience into a format accessible to students. Effective teachers communicate information clearly, create environments conducive to learning, and use an appropriate variety of teaching methods.*
- 4) **Instructional Assessment:** To evaluate the mastery and other accomplishments of students. Effective teachers design assessment procedures appropriate to course objectives, ensure fairness in student evaluation and grading, and provide constructive feedback on student work.*

*5) Advising In and Beyond the Classroom: To provide guidance for students as they pursue undergraduate and post-baccalaureate education and/or employment. Effective advisors interact with students to provide career guidance and information, degree program guidance and information (e.g., advice on an appropriate schedule to facilitate graduation), and answers to questions relating to a discipline.*

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

Additional criteria for Retention, Tenure and Promotion to Associate Professor Departmental Guidelines for Faculty Evaluation in Social Work can be found in [Appendix C](#).

**1. Content Expertise:**

- Updating courses taught and staying current in information presented in classes.

**2. Instructional Design:**

- Involved in curriculum development and maintenance.

**3. Instructional Delivery:**

- Demonstrates appropriate and effective use of class delivery to achieve course objectives.
- Receives SRI's that over time reflect student's ratings and comments that are in alignment with department norms. SRI's will be evaluated in a broad context, not based on the numerical score alone because there are many factors that influence SRI scores including but not limited to: teaching a new course or a course for the first time, a shift in pedagogy, and course format (on site, online, or hybrid), class size, response rate, whether a course is upper or lower division, required or elective, etc. All factors will be taken into consideration when evaluating SRI scores. Reviewers will detail the factors that entered into their decision making process in their respective review letters. At a minimum, during the review period, mean scores should be in line with department norms.
- Additional peer evaluations may be required by the department.

**4. Instructional Assessment:**

- Actively participates in effective evaluation of individual students, individual courses, and program, including yearly assessment reports, program review, and, if a program is accredited, accreditation.

## 5. Advising

- Post and hold five (5) office hours on campus per week. Meet with students at other times as needed and other requirements for advising.
- Uses University wide digital systems for advising.

## Scholarly Activities

The College of Professional Studies values faculty scholarship and expects faculty to engage in ongoing professional development to remain current in their areas of expertise through activities such as participating in trainings, workshops, conferences, and/or certification processes. In addition, faculty must participate in scholarly discussions by sharing their knowledge via presentations, publications, and other appropriate forms of scholarship in forums in which scholarly activities are peer reviewed. We encourage faculty to engage in collaborative forms of scholarship and we support a broad definition of scholarship which includes the scholarship of teaching and learning and the scholarship of application as defined in the Boyer model for scholarship.

From the latest edition of the Handbook for Professional Personnel,

*Scholarly and creative activities are disciplinary or interdisciplinary expressions or interpretations that develop ideas, frame questions, create new forms of representation, solve problems, or explore enduring puzzles.*

*Purposes include, but are not limited to, the following: advancing knowledge or culture through original research or creative activities; interpreting knowledge within or across disciplines; synthesizing information across disciplines, across topics, or across time; aiding society or disciplines in addressing problems; or enhancing knowledge of student learning and effective teaching.*

*Typically, to be considered scholarship, findings should be disseminated to either peer review by disciplinary scholars or professional or governmental organizations; or critical reflection by a wider community, including corporations or non-profit organizations, for example.*

*In addition to these scholarly activities, and depending on the specific Department Guidelines, this category may also include activities in which the faculty member shares other knowledge with members of the learned and professional communities; continued education and professional development activities appropriate to professional status or assignments; and other activities specific to the faculty member's discipline or assigned responsibilities.*

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

Additional criteria for Retention, Tenure and Promotion to Associate Professor Departmental Guidelines for Faculty Evaluation in Social Work can be found in [Appendix C](#).

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

- Acceptance of an article in a peer reviewed journal.\* Journal articles must be scholarly in nature. Opinion or “popularization of the field” pieces written for professional/practitioner audiences do not meet this standard. Full-length scholarly papers in peer reviewed conference proceedings do meet this standard. Abstracts published in conference proceedings do not meet this standard. \*\*
- Publication of a scholarly book, textbook, instructor’s manual that includes original works (e.g., beyond summaries of chapters, test questions, web links, etc.) or book chapter by a nationally recognized publisher.\*
- Exhibition of creative work(s) in a juried show and/or receipt of an award after being judged by a jury of peers or presentation of creative works in an adjudicated or auditioned performance. Contribution should be noted in the faculty member’s narrative or in an annotation in his/her curriculum vita.
- Receipt of a sizable competitive grant from a recognized external entity that helps the faculty member create a product (e.g., paper, media production, etc.). No distinction will be made between participation as principle or co-principle investigator on the grant or those who make a significant contribution to the grant work.

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

- Present a minimum of three peer-reviewed or invited presentations of the faculty member’s original work in a department approved professional meeting/conference. Exceptions: if the faculty member has published or has in publication a scholarly book or textbook, during the review period, no peer reviewed or invited presentations are required. Publication of a paper in a peer reviewed journal or exhibition of creative work(s) in a juried show or presentation of creative works in an adjudicated or auditioned performance may be substituted in a one-to-one ratio for presentations.
- Pursue advanced study/conference/workshop attendance to stay current in the field or learn new information/skills.

\*Publications in predatory or vanity publications or by predatory or vanity presses or self-published works do not meet this standard. Lambert Academic Press (LAP), Green River Technologies, and One Voice International are examples of such publishers. A scholarly work will be evaluated on its merits with no distinction made between single or multiple authorship. Contribution should be noted in the faculty member’s narrative or in an annotation in his/her

curriculum vita. Scholarly works accepted for publication, exhibition, or performance at the time of portfolio submission meet this standard.

\*\*Papers published in peer-reviewed conference proceedings and the accompanying peer-reviewed presentation can count in both the publication and the presentation category.

## Glossary

Scholarly: concerned with academic learning and research.

Juried: having the contents selected for exhibition by a jury

Vanity press: a printing house that specializes in publishing books for which the authors pay all or most of the costs.

Peer review: evaluation of a person's work or performance by a group of people in the same occupation, profession, or industry.

<http://dictionary.reference.com/>

## Service

The College of Professional Studies is committed to service that supports students; that creates a climate that is respectful and supportive of diversity; and that supports the mission of the Department, the College of Professional Studies, and the University. Faculty is expected to engage in service on an ongoing basis throughout their career at Metro though the type and nature of the service may vary. CPS defines community service as unpaid work done at the local, state, national and/or international level which utilizes the faculty member's skills and expertise to create positive community change and/or that supports our students to achieve their educational and career goals.

From the latest edition of the Handbook for Professional Personnel,

*Faculty engage in service when they participate in the shared governance and good functioning of the institution; service to the institution can be at the program, department, college, or university level. Beyond the institution, faculty engage in service when they use their disciplinary and/or professional expertise and talents to contribute to the betterment of their multiple environments, such as regional communities, professional and disciplinary associations, non-profit organizations, or government agencies.*

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

Additional criteria for Retention, Tenure and Promotion to Associate Professor Departmental Guidelines for Faculty Evaluation in Social Work can be found in Appendix C.

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

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

Examples of service include committees, projects, advisory boards, playing a leadership role, program coordination, review of articles, and accreditation. All should be related to the goals of the University, College, Department, Profession or provide related expertise to the community.



# Departmental Guidelines for Faculty Evaluation for Promotion to Professor

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## Promotion to Professor Departmental Guidelines for Faculty Evaluation

The following guidelines apply to tenured faculty and incorporate changes to the latest edition of the Handbook for Professional Personnel.

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

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The College of Professional Studies is committed to a holistic view of the promotion candidate in terms of evaluating his/her performance as part of the big picture of the work and accomplishments in all three areas over the review period. In order to achieve promotion to full-professor, a candidate must show evidence of excellence in teaching as well as in the two other evaluation areas based on the guidelines.

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**FACULTY MUST MEET ALL OF THE FOLLOWING CRITERIA FOR EACH EVALUATION AREA TO BE ELIGIBLE FOR PROMOTION TO PROFESSOR.**

Activities must be completed after receiving tenure and promotion to associate professor.

### **Teaching**

The College of Professional Studies values quality teaching with a focus on student learning that supports development of the knowledge and skills necessary to be an effective professional in the field. Promotion to Professor requires faculty to continue professional growth and development. In the teaching area, this may include participating in activities such as faculty learning communities, peer observation cohorts, and/or workshops and conferences focused on teaching. Faculty members are encouraged to employ innovative and creative teaching methods and technology that stimulate learning through a multifaceted teaching and learning environment. Given the diverse nature of our student body, teaching and advising that supports student success and increases cultural awareness is highly valued.

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

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

*investigators, practitioners or those with advanced expertise or experience who share knowledge, using appropriate methodologies, and who demonstrate and encourage enthusiasm about the subject matter in such a way as to leave the student with a lasting and vivid conviction of having benefited from that interaction.*

*Effective teachers typically maintain high academic standards, prepare students for professional work and development, facilitate student achievement, and provide audiences for student work. Some might add that the best teaching transmits specific skills or enhances talents that students possess, while others would note that good teaching develops habits of mind or provides models of scholarly, scientific, artistic or professional behavior and inquiry much more important than particular information. Faculty typically aspire to a number of other civic purposes in the classroom that may also include encouraging their students to long for the truth, to aspire to achievement, to emulate heroes, to become just, or to do good, for example. At the instructional level, the most important responsibilities of a teacher to his/her students are the following:*

- 1) **Content Expertise:** To demonstrate knowledge and/or relevant experience. Effective teachers display knowledge of their subject matters in the relevant learning environment (classroom, on-line, hybrid, field work, etc.), which typically includes the skills, competencies, and knowledge in a specific subject area in which the faculty member has received advanced experience, training, or education.*
- 2) **Instructional Design:** To re-order and re-organize this knowledge/experience for student learning. Effective teachers design course objectives, syllabi, materials, activities, and experiences that are conducive to learning.*
- 3) **Instructional Delivery:** To communicate and "translate" this knowledge/experience into a format accessible to students. Effective teachers communicate information clearly, create environments conducive to learning, and use an appropriate variety of teaching methods.*
- 4) **Instructional Assessment:** To evaluate the mastery and other accomplishments of students. Effective teachers design assessment procedures appropriate to course objectives, ensure fairness in student evaluation and grading, and provide constructive feedback on student work.*
- 5) **Advising In and Beyond the Classroom:** To provide guidance for students as they pursue undergraduate and post-baccalaureate education and/or employment. Effective advisors interact with students to provide career guidance and information, degree program guidance and information (e.g., advice on an appropriate schedule to facilitate graduation), and answers to questions relating to a discipline.*

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

Additional criteria for Promotion to Professor Departmental Guidelines for Faculty Evaluation in Social Work can be found in [Appendix D](#).

**1. Content Expertise:**

- Updating courses taught and staying current in information presented in classes.

**2. Instructional Design:**

- Involved in curriculum development and maintenance.

**3. Instructional Delivery:**

- Demonstrates appropriate and effective use of class delivery to achieve course objectives.
- Receives SRI's that over time reflect student's ratings and comments that are in alignment with department norms. SRI's will be evaluated in a broad context, not based on the numerical score alone because there are many factors that influence SRI scores including but not limited to: teaching a new course or a course for the first time, a shift in pedagogy, and course format (on site, online, or hybrid), class size, response rate, whether a course is upper or lower division, required or elective, etc. All factors will be taken into consideration when evaluating SRI scores. Reviewers will detail the factors that entered into their decision making process in their respective review letters. At a minimum, during the review period, mean scores should be in line with department norms.
- Additional peer evaluations may be required by the department.

**4. Instructional Assessment:**

- Actively participates in effective evaluation of individual students, individual courses, and program, including yearly assessment reports, program review, and, if a program is accredited, accreditation.

**5. Advising**

- Post and hold five (5) office hours on campus per week. Meet with students at other times as needed, and other requirements for advising
- Uses University wide digital systems for advising.

## Scholarly Activities

The College of Professional Studies values faculty scholarship and expects faculty to engage in ongoing professional development to remain current in their areas of expertise through activities such as participating in trainings, workshops, conferences, and/or certification processes. In addition, faculty must participate in scholarly discussions by sharing their knowledge via presentations, publications, and other appropriate forms of scholarship in forums in which scholarly activities are peer reviewed. We encourage faculty to engage in collaborative forms of scholarship and we support a broad definition of scholarship which includes the scholarship of teaching and learning and the scholarship of application as defined in the Boyer model for scholarship.

From the latest edition of the Handbook for Professional Personnel,

*Scholarly and creative activities are disciplinary or interdisciplinary expressions or interpretations that develop ideas, frame questions, create new forms of representation, solve problems, or explore enduring puzzles.*

*Purposes include, but are not limited to, the following: advancing knowledge or culture through original research or creative activities; interpreting knowledge within or across disciplines; synthesizing information across disciplines, across topics, or across time; aiding society or disciplines in addressing problems; or enhancing knowledge of student learning and effective teaching.*

*Typically, to be considered scholarship, findings should be disseminated to either peer review by disciplinary scholars or professional or governmental organizations; or critical reflection by a wider community, including corporations or non-profit organizations, for example.*

*In addition to these scholarly activities, and depending on the specific Department Guidelines, this category may also include activities in which the faculty member shares other knowledge with members of the learned and professional communities; continued education and professional development activities appropriate to professional status or assignments; and other activities specific to the faculty member's discipline or assigned responsibilities.*

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

Additional criteria Promotion to Professor Departmental Guidelines for Faculty Evaluation in the Social Work Department can be found in [Appendix D](#).

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

- Acceptance of an article in a peer reviewed journal. \* Journal articles must be scholarly in nature. Opinion or "popularization of the field" pieces written for

professional/practitioner audiences do not meet this standard. Full-length scholarly papers in peer reviewed conference proceedings do meet this standard. Abstracts published in conference proceedings do not meet this standard. \*\*

- Publication of a scholarly book, textbook, instructor's manual that includes original works (e.g., beyond summaries of chapters, test questions, web links, etc.) or book chapter by a nationally recognized publisher.\*
- Exhibition of creative work(s) in a juried show and/or receipt of an award after being judged by a jury of peers or presentation of creative works in an adjudicated or auditioned performance. Contribution should be noted in the faculty member's narrative or in an annotation in his/her curriculum vita.
- Receipt of a sizable competitive grant from a recognized external entity that helps the faculty member create a product (e.g., paper, media production, etc.). No distinction will be made between participation as principle or co-principle investigator on the grant or those who make a significant contribution to the grant work.

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

- Present a minimum of four peer-reviewed or invited presentations of the faculty member's original work in a department approved professional meeting/conference. Exceptions: if the faculty member has published or has in publication a scholarly book or textbook, during the review period, no peer reviewed or invited presentations are required. Publication of a paper in a peer reviewed journal or exhibition of creative work(s) in a juried show or presentation of creative works in an adjudicated or auditioned performance may be substituted in a one-to-one ratio for presentations.
- Pursue advanced study/conference/workshop attendance to stay current in the field or learn new information/skills.

\*Publications in predatory or vanity publications or by predatory or vanity presses or self-published works do not meet this standard. Lambert Academic Press (LAP), Green River Technologies, and One Voice International are examples of such publishers. A scholarly work will be evaluated on its merits with no distinction made between single or multiple authorship. Contribution should be noted in the faculty member's narrative or in an annotation in his/her curriculum vita. Scholarly works accepted for publication, exhibition, or performance at the time of portfolio submission meet this standard.

\*\*Papers published in peer-reviewed conference proceedings and the accompanying peer-reviewed presentation can count in both the publication and the presentation category.

## Glossary

Scholarly: concerned with academic learning and research.

Juried: having the contents selected for exhibition by a jury

Vanity press: a printing house that specializes in publishing books for which the authors pay all or most of the costs.

Peer review: evaluation of a person's work or performance by a group of people in the same occupation, profession, or industry.

<http://dictionary.reference.com/>

## Service

The College of Professional Studies is committed to service that supports students; that creates a climate that is respectful and supportive of diversity; and that supports the mission of the Department, the College of Professional Studies, and the University. Faculty is expected to engage in service on an ongoing basis throughout their career at Metro though the type and nature of the service may vary. CPS defines community service as unpaid work done at the local, state, national and/or international level which utilizes the faculty member's skills and expertise to create positive community change and/or that supports our students to achieve their educational and career goals.

From the latest edition of the Handbook for Professional Personnel,

*Faculty engage in service when they participate in the shared governance and good functioning of the institution; service to the institution can be at the program, department, college, or university level. Beyond the institution, faculty engage in service when they use their disciplinary and/or professional expertise and talents to contribute to the betterment of their multiple environments, such as regional communities, professional and disciplinary associations, non-profit organizations, or government agencies.*

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

Additional criteria for Promotion to Professor Departmental Guidelines for Faculty Evaluation in Social Work can be found in [Appendix D](#).

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

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

Examples of service include committees, projects, advisory boards, playing a leadership role, program coordination, review of articles, and accreditation. All should be related to the goals of the University, College, Department, Profession or provide related expertise to the community.



# Departmental Guidelines for Faculty Evaluation for Post- Tenure Review

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## Post-Tenure Review Departmental Guidelines for Faculty Evaluation

The following guidelines apply to tenured faculty and incorporate changes to the latest edition of the Handbook for Professional Personnel.

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

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The College of Professional Studies is committed to a holistic view of the post-tenure review faculty member in terms of evaluating his/her performance as part of the big picture of the work and accomplishments in all three areas over the five year review period. In order to achieve a successful post-tenure review, a faculty member must show evidence of effective teaching as well as involvement in the two other evaluation areas based on the guidelines.

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**FACULTY MUST MEET ALL OF THE FOLLOWING CRITERIA FOR EACH EVALUATION AREA TO BE ELIGIBLE FOR A POSITIVE POST-TENURE REVIEW.**

### Teaching

The College of Professional Studies values quality teaching with a focus on student learning that supports development of the knowledge and skills necessary to be an effective professional in the field. Successful post-tenure review requires faculty to continue professional growth and development. In the teaching area, this may include participating in activities such as faculty learning communities, peer observation cohorts, and/or workshops and conferences focused on teaching. Faculty members are encouraged to employ innovative and creative teaching methods and technology that stimulate learning through a multifaceted teaching and learning environment. Given the diverse nature of our student body, teaching and advising that supports student success and increases cultural awareness is highly valued.

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

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

*encourage enthusiasm about the subject matter in such a way as to leave the student with a lasting and vivid conviction of having benefited from that interaction.*

*Effective teachers typically maintain high academic standards, prepare students for professional work and development, facilitate student achievement, and provide audiences for student work. Some might add that the best teaching transmits specific skills or enhances talents that students possess, while others would note that good teaching develops habits of mind or provides models of scholarly, scientific, artistic or professional behavior and inquiry much more important than particular information. Faculty typically aspire to a number of other civic purposes in the classroom that may also include encouraging their students to long for the truth, to aspire to achievement, to emulate heroes, to become just, or to do good, for example. At the instructional level, the most important responsibilities of a teacher to his/her students are the following:*

- 1) **Content Expertise:** To demonstrate knowledge and/or relevant experience. Effective teachers display knowledge of their subject matters in the relevant learning environment (classroom, on-line, hybrid, field work, etc.), which typically includes the skills, competencies, and knowledge in a specific subject area in which the faculty member has received advanced experience, training, or education.*
- 2) **Instructional Design:** To re-order and re-organize this knowledge/experience for student learning. Effective teachers design course objectives, syllabi, materials, activities, and experiences that are conducive to learning.*
- 3) **Instructional Delivery:** To communicate and "translate" this knowledge/experience into a format accessible to students. Effective teachers communicate information clearly, create environments conducive to learning, and use an appropriate variety of teaching methods.*
- 4) **Instructional Assessment:** To evaluate the mastery and other accomplishments of students. Effective teachers design assessment procedures appropriate to course objectives, ensure fairness in student evaluation and grading, and provide constructive feedback on student work.*
- 5) **Advising In and Beyond the Classroom:** To provide guidance for students as they pursue undergraduate and post-baccalaureate education and/or employment. Effective advisors interact with students to provide career guidance and information, degree program guidance and information (e.g., advice on an appropriate schedule to facilitate graduation), and answers to questions relating to a discipline.*

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

Additional criteria for Post-Tenure Review Departmental Guidelines for Faculty Evaluation in Social Work can be found in [Appendix E](#).

**1. Content Expertise:**

- Updating courses taught and staying current in information presented in classes.

**2. Instructional Design:**

- Involved in curriculum development and maintenance.

**3. Instructional Delivery:**

- Demonstrates appropriate and effective use of class delivery to achieve course objectives.
- Receives SRI's that over time reflect student's ratings and comments that are in alignment with department norms. SRI's will be evaluated in a broad context, not based on the numerical score alone because there are many factors that influence SRI scores including but not limited to: teaching a new course or a course for the first time, a shift in pedagogy, and course format (on site, online, or hybrid), class size, response rate, whether a course is upper or lower division, required or elective, etc. All factors will be taken into consideration when evaluating SRI scores. Reviewers will detail the factors that entered into their decision making process in their respective review letters. At a minimum, during the review period, mean scores should generally be in line with department norms.

**4. Instructional Assessment:**

- Actively participates in effective evaluation of individual students, individual courses, and program, including yearly assessment reports, program review, and, if a program is accredited, accreditation.

**5. Advising**

- Post and hold five (5) office hours on campus per week. Meet with students at other times as needed, and other requirements for advising
- Uses University wide digital systems for advising.

## Scholarly Activities

The College of Professional Studies values faculty scholarship and expects faculty to engage in ongoing professional development to remain current in their areas of expertise through activities such as participating in trainings, workshops, conferences, and/or certification processes. In addition, faculty must participate in scholarly discussions by sharing their knowledge via presentations, publications, and other appropriate forms of scholarship in forums in which scholarly activities are peer reviewed. We encourage faculty to engage in collaborative forms of scholarship and we support a broad definition of scholarship which includes the scholarship of teaching and learning and the scholarship of application as defined in the Boyer model for scholarship.

From the latest edition of the Handbook for Professional Personnel,

*Scholarly and creative activities are disciplinary or interdisciplinary expressions or interpretations that develop ideas, frame questions, create new forms of representation, solve problems, or explore enduring puzzles.*

*Purposes include, but are not limited to, the following: advancing knowledge or culture through original research or creative activities; interpreting knowledge within or across disciplines; synthesizing information across disciplines, across topics, or across time; aiding society or disciplines in addressing problems; or enhancing knowledge of student learning and effective teaching.*

*Typically, to be considered scholarship, findings should be disseminated to either peer review by disciplinary scholars or professional or governmental organizations; or critical reflection by a wider community, including corporations or non-profit organizations, for example.*

*In addition to these scholarly activities, and depending on the specific Department Guidelines, this category may also include activities in which the faculty member shares other knowledge with members of the learned and professional communities; continued education and professional development activities appropriate to professional status or assignments; and other activities specific to the faculty member's discipline or assigned responsibilities.*

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

Additional criteria for Post-Tenure Review Departmental Guidelines for Faculty Evaluation in Social Work can be found in [Appendix E](#).

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

- Acceptance of an article in a peer reviewed journal.\* Journal articles must be scholarly in nature. Opinion or "popularization of the field" pieces written for

professional/practitioner audiences do not meet this standard. Full-length scholarly papers in peer reviewed conference proceedings do meet this standard. Abstracts published in conference proceedings do not meet this standard. \*\*

- Publication of a scholarly book, textbook, instructor's manual that includes original works (e.g., beyond summaries of chapters, test questions, web links, etc.) or book chapter by a nationally recognized publisher.\*
- Exhibition of creative work(s) in a juried show and/or receipt of an award after being judged by a jury of peers or presentation of creative works in an adjudicated or auditioned performance. Contribution should be noted in the faculty member's narrative or in an annotation in his/her curriculum vita.
- Receipt of a sizable competitive grant from a recognized external entity that helps the faculty member create a product (e.g., paper, media production, etc.). No distinction will be made between participation as principle or co-principle investigator on the grant or those who make a significant contribution to the grant work.
- A peer-reviewed or invited presentation of the faculty member's original work in a department approved professional meeting/conference. Exceptions: if the faculty member has published or has in publication a scholarly book or textbook during the review period, no peer reviewed or invited presentations are required. Publication of a paper in a peer reviewed journal or exhibition of creative work(s) in a juried show or presentation of creative works in an adjudicated or auditioned performance may be substituted in a one-to-one ratio for presentations.

In addition, faculty must pursue:

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

\*Publications in predatory or vanity publications or by predatory or vanity presses or self-published works do not meet this standard. Lambert Academic Press (LAP), Green River Technologies, and One Voice International are examples of such publishers. A scholarly work will be evaluated on its merits with no distinction made between single or multiple authorship. Contribution should be noted in the faculty member's narrative or in an annotation in his/her curriculum vita. Scholarly works accepted for publication, exhibition, or performance at the time of portfolio submission meet this standard.

\*\*Papers published in peer-reviewed conference proceedings and the accompanying peer-reviewed presentation can count in both the publication and the presentation category.

## Glossary

Scholarly: concerned with academic learning and research.

Juried: having the contents selected for exhibition by a jury

Vanity press: a printing house that specializes in publishing books for which the authors pay all or most of the costs.

Peer review: evaluation of a person's work or performance by a group of people in the same occupation, profession, or industry.

<http://dictionary.reference.com/>

## Service

The College of Professional Studies is committed to service that supports students; that creates a climate that is respectful and supportive of diversity; and that supports the mission of the Department, the College of Professional Studies, and the University. Faculty are expected to engage in service on an ongoing basis throughout their career at Metro though the type and nature of the service may vary. CPS defines community service as unpaid work done at the local, state, national and/or international level which utilizes the faculty member's skills and expertise to create positive community change and/or that supports our students to achieve their educational and career goals.

From the latest edition of the Handbook for Professional Personnel,

*Faculty engage in service when they participate in the shared governance and good functioning of the institution; service to the institution can be at the program, department, college, or university level. Beyond the institution, faculty engage in service when they use their disciplinary and/or professional expertise and talents to contribute to the betterment of their multiple environments, such as regional communities, professional and disciplinary associations, non-profit organizations, or government agencies.*

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

Additional criteria for Post-Tenure Review Departmental Guidelines for Faculty Evaluation in Social Work can be found in Appendix E.

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

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

Examples of service include committees, projects, advisory boards, playing a leadership role, program coordination, review of articles, and accreditation. All should be related to the goals of the University, College, Department, Profession or provide related expertise to the community.



# **Category II Faculty Eligible for Reappointment, Multi- Year Contract, or Promotion to Senior Lecturer Evaluation Guidelines**

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

The following guidelines apply to Category II faculty and incorporate changes to the latest edition of the Handbook for Professional Personnel.

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

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The College of Professional Studies is committed to a holistic view of Category II faculty in terms of evaluating his/her performance as part of the big picture of the work and accomplishments of effective teaching. If applicable, Category II faculty shall demonstrate proficiency in the two other evaluation areas based on the guidelines.

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### Teaching

The College of Professional Studies values quality teaching with a focus on student learning that supports development of the knowledge and skills necessary to be an effective professional in the field. Successful reappointment, multi-year contract, or promotion requires faculty to continue professional growth and development. In the teaching area, this may include participating in activities such as faculty learning communities, peer observation cohorts, and/or workshops and conferences focused on teaching. Faculty members are encouraged to employ innovative and creative teaching methods and technology that stimulate learning through a multifaceted teaching and learning environment. Given the diverse nature of our student body, teaching and advising that supports student success and increases cultural awareness is highly valued.

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

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

*encourage enthusiasm about the subject matter in such a way as to leave the student with a lasting and vivid conviction of having benefited from that interaction.*

*Effective teachers typically maintain high academic standards, prepare students for professional work and development, facilitate student achievement, and provide audiences for student work. Some might add that the best teaching transmits specific skills or enhances talents that students possess, while others would note that good teaching develops habits of mind or provides models of scholarly, scientific, artistic or professional behavior and inquiry much more important than particular information.*

*Faculty typically aspire to a number of other civic purposes in the classroom that may also include encouraging their students to long for the truth, to aspire to achievement, to emulate heroes, to become just, or to do good, for example. At the instructional level, the most important responsibilities of a teacher to his/her students are the following:*

- 1) **Content Expertise:** To demonstrate knowledge and/or relevant experience. Effective teachers display knowledge of their subject matters in the relevant learning environment (classroom, on-line, hybrid, field work, etc.), which typically includes the skills, competencies, and knowledge in a specific subject area in which the faculty member has received advanced experience, training, or education.*
- 2) **Instructional Design:** To re-order and re-organize this knowledge/experience for student learning. Effective teachers design course objectives, syllabi, materials, activities, and experiences that are conducive to learning.*
- 3) **Instructional Delivery:** To communicate and "translate" this knowledge/experience into a format accessible to students. Effective teachers communicate information clearly, create environments conducive to learning, and use an appropriate variety of teaching methods.*
- 4) **Instructional Assessment:** To evaluate the mastery and other accomplishments of students. Effective teachers design assessment procedures appropriate to course objectives, ensure fairness in student evaluation and grading, and provide constructive feedback on student work.*
- 5) **Advising In and Beyond the Classroom:** To provide guidance for students as they pursue undergraduate and post-baccalaureate education and/or employment. Effective advisors interact with students to provide career guidance and information, degree program guidance and information (e.g., advice on an appropriate schedule to facilitate graduation), and answers to questions relating to a discipline.*

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

Additional criteria for Category II Departmental Guidelines for Faculty Evaluation for reappointment, multi-year contract, or promotion to Senior Lecturer can be found in [Appendix F](#).

**1. Content Expertise:**

- Updating courses taught and staying current in information presented in classes.

**2. Instructional Design:**

- Design course objectives, syllabi, materials, activities, and experiences that are conducive to learning.

**3. Instructional Delivery:**

- Demonstrates appropriate and effective use of class delivery to achieve course objectives.
- SRI's are conducted and are in line with the department norm.
- At least one peer review must be completed in the first year of employment. Additional peer evaluations may be required by the department.

**4. Instructional Assessment:**

- Actively participates in effective evaluation of individual students, individual courses, and program, including yearly assessment reports, program review, and, if a program is accredited, accreditation.

**5. Advising**

- Post and hold five (5) office hours on campus per week. Meet with students at other times as needed, and other requirements for advising
- Uses University wide digital systems for advising.

**Reduced teaching load agreements**

Additional criteria for Category II Departmental Guidelines for Faculty Evaluation for reappointment, multi-year contract, or promotion to Senior Lecturer can be found in [Appendix F](#).

Excerpt from the latest edition of the Handbook for Professional Personnel

*In those cases where Category II faculty have reduced teaching-load agreements that specify duties in Scholarly Activities or Service (see Chapter V*

*for definitions and conditions of Scholarly Activities and Service), evaluations should encompass work in those areas of performance.*

## **Portfolio Development**

Additional criteria for Category II Departmental Guidelines for Faculty Evaluation for reappointment, multi-year contract, or promotion to Senior Lecturer can be found in [Appendix F](#).

Excerpt from the latest edition of the Handbook for Professional Personnel

*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*

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

### *2) Narrative*

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

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

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

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

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

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

# Departmental Guidelines for Category III Faculty

## Category III Departmental Guidelines for Faculty

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

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

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

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### Accreditation/ Department Standards

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

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## Teaching

The College of Professional Studies values quality teaching with a focus on student learning that supports development of the knowledge and skills necessary to be an effective professional in the field. Successful reappointment, multi-year contract, or promotion requires faculty to continue professional growth and development. In the teaching area, this may include participating in activities such as faculty learning communities, peer observation cohorts, and/or workshops and conferences focused on teaching. Faculty members are encouraged to employ innovative and creative teaching methods and technology that stimulate learning through a multifaceted teaching and learning environment. Given the diverse nature of our student body, teaching and advising that supports student success and increases cultural awareness is highly valued.

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

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



*scholars, researchers, inventors, scientists, creators, artists, professionals, investigators, practitioners or those with advanced expertise or experience who share knowledge, using appropriate methodologies, and who demonstrate and encourage enthusiasm about the subject matter in such a way as to leave the student with a lasting and vivid conviction of having benefited from that interaction.*

*Effective teachers typically maintain high academic standards, prepare students for professional work and development, facilitate student achievement, and provide audiences for student work. Some might add that the best teaching transmits specific skills or enhances talents that students possess, while others would note that good teaching develops habits of mind or provides models of scholarly, scientific, artistic or professional behavior and inquiry much more important than particular information.*

*Faculty typically aspire to a number of other civic purposes in the classroom that may also include encouraging their students to long for the truth, to aspire to achievement, to emulate heroes, to become just, or to do good, for example. At the instructional level, the most important responsibilities of a teacher to his/her students are the following:*

- 6) **Content Expertise:** To demonstrate knowledge and/or relevant experience. Effective teachers display knowledge of their subject matters in the relevant learning environment (classroom, on-line, hybrid, field work, etc.), which typically includes the skills, competencies, and knowledge in a specific subject area in which the faculty member has received advanced experience, training, or education.*
- 7) **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.*
- 8) **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.*

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

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

#### **6. Content Expertise:**

- Updating courses taught and staying current in information presented in classes.

**7. Instructional Design:**

- Design course materials, activities, and experiences that are conducive to learning.

**8. Instructional Delivery:**

- Demonstrates appropriate and effective use of class delivery to achieve course objectives.
- SRI's are conducted and are in line with the department norm.
- Additional peer evaluations may be required by the department.

**9. Advising:**

While fixed weekly office hours are not required, faculty will be available to meet with students (e.g. by appointment, before or after class, and via email) to answer questions about the class. In addition, faculty may advise students on career/job placements that fall within their expertise.

# Criteria for Emeritus Status of Faculty

## Criteria for Emeritus Status of Faculty

According to MSU Denver's *Handbook for Professional Personnel*, "All faculty who have completed ten years or more of full-time service at the University shall be eligible at the time of their retirement for an emeritus title equivalent to their highest professional rank. Faculty who participate in the transitional retirement program or who continue to teach full-time at the University after retirement are considered to be members of the faculty and therefore are not eligible for emeritus status" (pg. 40). A department chair or any faculty member of the department may nominate faculty for emeritus status. Nominations should be substantiated in terms of length of service, excellence in teaching, and other contributions to the University.

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

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

## **Appendix A - Professional Standards for Faculty**

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

1. Timely performance of responsibilities specified in the faculty member's contract and the Handbook (in accordance with the academic and procedural calendars).
2. Adherence to accepted standards of professional conduct.
3. Faculty shall be responsible for the conduct of assigned classes; shall provide the chair with timely notice 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.
4. Faculty shall present to all students attending class, within the time span established by departmental policy, a course description, their NC policy, grading criteria, and special notices required by law or institutional policy (see Academic Policy Manual).
5. Faculty shall, as established by departmental policies, adopt such procedures as necessary to assure that adequate and accurate records of student performance are maintained.
6. Faculty shall establish, post, and keep a minimum of 5 office hours weekly during each academic term of the regular academic year.
7. In addition to their teaching load, faculty members shall prepare for classes, evaluate students' performance, confer with and advise students, and participate in committee work, professional development, service and other appropriate professional activities as designated in the contract or by the department. Full-time faculty is expected to devote at least 40 hours per week during the contract year to meeting their teaching and other obligations.
8. Faculty shall keep syllabi and student records for all classes for one calendar year after the end of the semester in which the course was taught.
9. Faculty shall comply with all federal and state laws relating to the acquisition, handling, and disposal of hazardous materials and by-products or wastes there from.
10. Attends departmental and other faculty meetings.

## **Appendix B - Professional Standards Category II Faculty**

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

1. Timely performance of responsibilities specified in the faculty member's contract and the Handbook (in accordance with the academic and procedural calendars).
2. Adherence to accepted standards of professional conduct.
3. Faculty shall be responsible for the conduct of assigned classes; shall provide the chair with timely notice 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.
4. Faculty shall present to all students attending class, within the time span established by departmental policy, a course description, their NC policy, grading criteria, and special notices required by law or institutional policy (see Academic Policy Manual).
5. Faculty shall, as established by departmental policies, adopt such procedures as necessary to assure that adequate and accurate records of student performance are maintained.
6. Faculty shall establish, post, and keep a minimum of 5 office hours weekly during each academic term of the regular academic year.
7. In addition to their teaching load, faculty members shall prepare for classes, evaluate students' performance, confer with and advise students, and may participate in committee work, professional development, service and other appropriate professional activities as designated in the contract or by the department. Full-time faculty is expected to devote at least 40 hours per week during the contract year to meeting their teaching and other obligations.
8. Faculty shall keep syllabi and student records for all classes for one calendar year after the end of the semester in which the course was taught.
9. Faculty shall comply with all federal and state laws relating to the acquisition, handling, and disposal of hazardous materials and by-products or wastes there from.
10. Attends departmental and other faculty meetings.

**Appendix C - Additional Criteria for Retention, Tenure and Promotion to Associate Professor in Social Work**

	TEACHING	SCHOLARLY ACTIVITIES	SERVICE
		<p>A. The candidate must have one item from one or more of the following areas:</p> <ol style="list-style-type: none"> <li>1. Publication of a scholarly book published by an academic press in press or accepted for publication at the time of portfolio submission.</li> <li>2. Publication of an article in a peer-reviewed journal in press or accepted for publication at the time of portfolio submission.</li> <li>3. Publication of a chapter in a scholarly book (or monograph) published by an academic press and in press or accepted for publication at the time of portfolio submission.</li> <li>4. Publication of an edited book published by an academic press and in press or accepted for publication at the time of portfolio submission.</li> </ol> <p>Additional areas, not mentioned above, also contribute to evaluation of scholarly activities include the following:</p> <ol style="list-style-type: none"> <li>1. Grant proposals</li> <li>2. Major research reports</li> <li>3. Professional articles and reports</li> <li>4. Juried video</li> </ol>	<ol style="list-style-type: none"> <li>1. Social Work Department (includes program activities)</li> </ol> <p>AND</p> <ol style="list-style-type: none"> <li>2. College of Professional Studies OR University</li> </ol> <p>AND</p> <ol style="list-style-type: none"> <li>3. Profession OR Community</li> </ol>

**Appendix D – Additional Criteria for Promotion to Professor in Social Work**

	TEACHING	SCHOLARLY ACTIVITIES	SERVICE
	Service and scholarly activities must reflect thoughtful engagement with one’s pedagogical approach and/ or leadership in curriculum and instruction.	<p>The candidate must have two items from one or more of the following areas:</p> <ol style="list-style-type: none"> <li>1. Publication of a scholarly book published by an academic press in press or accepted for publication at the time of portfolio submission.</li> <li>2. Publication of an article in a peer-reviewed journal in press or accepted for publication at the time of portfolio submission.</li> <li>3. Publication of a chapter in a scholarly book (or monograph) published by an academic press and in press or accepted for publication at the time of portfolio submission.</li> <li>4. Publication of an edited book published by an academic press and in press or accepted for publication at the time of portfolio submission.</li> </ol> <p>Additional areas, not mentioned above, also contribute to evaluation of scholarly activities include the following:</p> <ol style="list-style-type: none"> <li>1. Grant proposals</li> <li>2. Major research reports</li> <li>3. Professional articles and reports</li> <li>4. Juried video</li> </ol>	<p>Demonstrated leadership in two of the following domains:</p> <ol style="list-style-type: none"> <li>1. Social Work Department (e.g., includes program and teaching activities)</li> </ol> <p>AND</p> <ol style="list-style-type: none"> <li>2. College of Professional Studies OR University (e.g., involvement in University governance)</li> </ol> <p>AND</p> <ol style="list-style-type: none"> <li>3. Profession OR Community (e.g., Teaching Awards, Invited speaker; state/national/international workgroups, committees or councils, advisory groups)</li> </ol>



## **Appendix E - Additional Criteria for Post-Tenure Review in Social Work**

- No additional criteria

## **Appendix F - Additional Criteria for Category II Faculty in Social Work**

- No additional criteria

## **Appendix G - Additional Criteria for Category III Faculty in Social Work**

- No additional criteria

## **Appendix H - Additional Criteria for Emeritus Status of Faculty**

- No additional criteria

Appendix I – Approval

The Attached Departmental Guidelines for the  
Department of Social Work

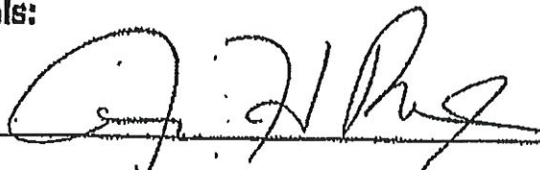
College of Professional Studies

Metropolitan State University of Denver


Departmental Guidelines for Faculty Evaluation Approval

For the 2018–2019 Academic Year

Approvals:

Chair:  Date: 1/12/18

Dean:  Date: 5/2/18

VPASA:  Date: 5-2-18

## Workshop:

# Best Practices for Grading Writing

Elizabeth Kleinfeld, Writing Center Director &  
Professor of English



## Loose Agenda

1. Teaching writing
  - Prioritizing the writing skills you want students to have
  - Scaffolding the skills within the SWK program and each course
  - Supporting your students as writes
2. Assessing writing
  - Prioritizing the writing skills you want students to have
  - Reflecting in your assessment the scaffolding of skills
  - Responding sanely



## SIP 2.20



- Focus on improvement—not perfection
- Teach writers, not writing
- Have clear objectives
- Provide students with strategies to achieve objectives
- Talk about your writing

## What research tells us



- Successful writers think about audience – Perl (1979)
- Writers without writer’s block use guidelines rather than rigid rules – Rose (1980)
- Writer’s processes are individual – Murray and Berkenkotter (1983)
- Confident writers see themselves as joining a conversation rather than reporting on facts – Penrose & Geisler (1994)
- Transfer is facilitated by meta-cognition – Haskell (2001)



## **CREATING MEANINGFUL WRITING ASSIGNMENTS**



### **Write detailed assignment sheets.**

- What do you want students to do?  
Analyze, discuss, argue . . . ?
- What form do you want them to do it in?
- When is it due?
- How will you evaluate it?
- What is the purpose of the assignment?





**Create milestone deadlines – a proposal, drafts of particular sections, an annotated bibliography of sources, etc.**



**Require a postscript, cover letter, reflection, rationale, or some other type of reflective writing.**



# SUPPORTING YOUR STUDENTS AS WRITERS

## Help Students Understand Rhetorical Situations



### Rhetorical Triangle

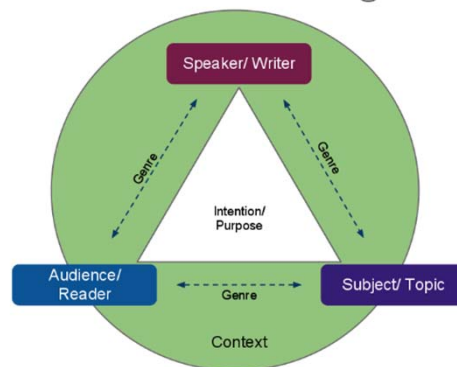


Image of Rhetorical Triangle reproduced as seen in Higginbotham Rossetty and David A. Jowitz's text Everyday User: Rhetoric at Work in Reading and Writing, Second Edition, 2009, Pg. 16.

## Help Students Break Writing Projects into Small Chunks



- “Write a research paper” becomes . . .
  - Clarify assignment with instructor
  - Do research in library data base
  - Formulate a thesis statement
  - Make a list of all the research that supports the thesis
  - Write a paragraph about each piece of research
  - And so on . . .

## Help Students Lower Their Standards for Early Drafts



- “People have writer’s block not because they can’t write, but because they despair of writing eloquently.” (Anna Quindlen)
- “Writer's block is simply the dread that you are going to write something horrible.” (Roy Blount, Jr.)
- Go for quantity over quality
- Aim for a “shitty first draft” (Anne Lamott) or a “fat draft” (Wendy Bishop)

## Help Students Focus on HOCs over LOCs



- Higher Order Concerns: focus, thesis, development, research, argumentation, organization, style
- Lower Order Concerns: sentence-level issues such as spelling, punctuation, grammar, mechanics, usage

## From Asao Inoue's *Anti-racist Writing Assessment Ecologies*



Why do more Blacks, Latinos, and multilingual students relatively speaking perform worse on writing assessments than their white peers in writing classrooms? At Fresno State, for instance, between 2009-2012, the average failure rate for Blacks in the first-year writing program was 17.46%, while the average failure rate for whites for the same years was 7.3% (Inoue, 2014b, p. 339). Whites have the lowest failure rates of all racial formations, and this is after the program revised itself completely in part to address such issues. . . . let's assume there is no bias, no prejudice. Now, how do we read those numbers? What plausible assumptions can we make that help us make sense of these data, what rival hypotheses can be made? Do we assume that more Blacks, Latinos/as, and Asians at Fresno State are lazier or worse writers than their white peers? Is it the case that on average Blacks, Latinos/as, and Asians at Fresno State simply do not write as well as their white peers, that there is some inherent or cultural problem with the way these racial formations write? Or could it be that the judgments made on all writing are biased toward a discourse that privileges whites consistently because it is a discourse of whiteness? Could the writing assessment ecologies be racist?

## Contract Grading



	# of absences	# of late assignments	# of skipped assignments	# of incomplete assignments	Additional criteria
A	≤ 4	1	0	0	Quality of final researched argument
B	≤ 4	1	0	0	
C	≤ 4	1+	1	1	
D	5	1+	2	2	
F	6	1+	3+	3+	

Stats for ENG 1020, Spring 2017

Began with 24 students (9 students of color)

18 finished the class (7 students of color)

3 earned Cs (1 student of color)

9 earned Bs (3 students of color)

6 earned As (3 students of color)

## Linguistic Myths



**MYTH:** Writing and writing instruction are "race neutral"

**FACT:** "We define 'good' writing in standard ways that have historically been informed by a white discourse" (Inoue)

**MYTH:** Standard English is a superior, pure, correct form

**FACT:** Every speaker/writer is always speaking/ writing in a dialect. There is no hierarchy of dialects.

**MYTH:** We need to make sure students of color use Standard English to afford them equal opportunities

**FACT:** Judgments about the writing of students of color will continue to be based more on their color than their writing

## Anti-Racist Writing Pedagogy Based on Linguistic Facts



- Help students learn to assess and respond to their rhetorical situation.
- Understand that all dialects are learned and Academic English is no exception.
- Value all varieties of English.

## Greenfield, “The Nonstandard English Fairy Tale”



- Lippi-Green (quoted in Greenfield): “The least disputed issues around language structure and function, the ones linguists argue about least, are those which are most often challenged by nonlinguists, and with the greatest vehemence and emotion” (9).
- “If ‘Standard English’ is imagined to be a finite language system when it is not (as no living language is finite), then people in power can always use it as a socially acceptable measure for making decisions about affording access to people of color, obscuring the racist motivations behind their practices.” (42)
- “The new racism . . . Is deeply entrenched in our discourses about language . . . Our assumptions about language are guided more often by a rhetoric that feeds on our unconscious racism than they are by our intellectual understanding of linguistic fact” (34).
- Standard English is defined by what it *is not* rather than by what it *is*

## Myths Identified by Zuidema



1. English must obey the rules of grammar (“Many nonlinguists, however, define grammar as the rules of taste (which linguists refer to as usage)”).
2. Some dialects and languages don't have grammatical rules.
3. Standard English is better than other varieties.
4. English is not as good as it used to be, and it is getting worse.

## Tell Students about the Writing Center



We can help writers

- say what they really mean
- plan and organize a writing project
- avoid plagiarism
- make writing less stressful
- learn how to proofread their work

King Center 415

[www.msudenver.edu/writectr/](http://www.msudenver.edu/writectr/)

303-556-6070

Get help at any stage of a writing project, from finding a topic to organizing the content to producing the final draft.



## How to Encourage Students to Use the Writing Center



- Mention the Writing Center in your syllabus (just copy & paste the blurbs from our website!).
- Schedule a class orientation by going to <http://msudenver.edu/writectr/>.
- Remind students that visiting the Writing Center is a smart thing for *all writers* to do, rather than a punitive measure for weak writers.
- Consider building the Writing Center into your assignments

## RESPONDING TO WRITING SANELY






# Your job is NOT to . . .


Edit or correct students' writing


Help students get better grades on their writing

Be an expert on writing



	<p style="text-align: center;"><b>Up, Up, We Go!</b></p> <p>The lack of progress of women reaching the executive level is scarce and continues to hold steady. According to a 2007 census published in Catalyst: <b>Corporate Officers and Top Execs</b>, 13.4% of Fortune 500 corporate offices are held by women, down from 15.6% in 2006. The 2005 Catalyst Census reports that the estimated growth trend for the past 10 years, it will take 40 years for women to reach parity with men in corporate officer ranks. (qtd. in Laff T+D). Today's women have come a long way in corporate America and are more visible and powerful than ever, but some of them are still being held back from professional success.</p> <p>For some corporations and organizations, the recognition is to focus on closing the gender gap in leadership and executive roles. According to Michael Laff, being in a higher percentage of women leaders does not mean sending the most promising candidates to some sort of executive finishing school. How can women distinguish their power and visibilities in an environment where misperceptions of gender based stereotypes exist? Johnson &amp; Johnson has integrated mentoring into its culture to bridge the gap between men and women. Like Johnson and Johnson, other organizations need similar proactive measures by taking tangible steps to detach stereotypes and narrow the gender gap among women leadership roles. "Often times what holds women back is gender-based stereotyping and workplace barriers, not ambition," say Julie Nugent, a research analyst with Catalyst (qtd. in Laff T+D). Catalyst's 2003 survey of Forbes 1000 women executives reflect what keeps women from reaching the top. 83% of women suffer from stereotyping and preconceptions of their roles and abilities.</p>	<p><b>Comment [EW]:</b> Refer the title you need an L.A. format looking that applies your name and the date.</p> <p><b>Comment [EW]:</b> Define what you mean by "lack of progress."</p> <p><b>Comment [EW]:</b> The executive level of what? You're assuming I know the context you're writing about but I don't.</p> <p><b>Comment [EW]:</b> The entire title should be italicized (not underlined).</p> <p><b>Comment [EW]:</b> PROOFREAD!</p> <p><b>Comment [EW]:</b> Is this really a meaningful change in numbers?</p> <p><b>Comment [EW]:</b> CS</p> <p><b>Comment [EW]:</b> What is T+D? This isn't page L.A. format.</p> <p><b>Comment [EW]:</b> This sentence dominates everything you have said previously.</p> <p><b>Comment [EW]:</b> Who is recognizing what? I have no idea what you are here. TTT</p> <p><b>Comment [EW]:</b> PROOFREAD! This is the second proofreading error I've found and not the only in the second paragraph.</p> <p><b>Comment [EW]:</b> Is this a quote or a paraphrase? I don't know what you are talking about. What do finishing schools have to do with the topic?</p> <p><b>Comment [EW]:</b> Again, I have to wonder if these are your words or a quote from Laff. Remember your paraphrase is not verbatim and could result in a plagiarism if for the course.</p> <p><b>Comment [EW]:</b> Mentoring has been mandated in many companies for decades and has had nothing to do with the gender gap. Please explain how this mentoring program addresses gender.</p> <p><b>Comment [EW]:</b> wv.</p> <p><b>Comment [EW]:</b> appropriate academic problem.</p> <p><b>Comment [EW]:</b> How statistics needs to be contextualized. How do women suffer? Who holds the stereotypes and preconceptions?</p>
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Up, Up, We Go

The lack of progress of women reaching the executive level

is scarce and continues to hold steady. According to a 2007 census published in Catalyst: Corporate Officers and Top Earners, 15.4% of Fortune 500 corporate officers are held by women, down from 15.6% in 2006. The 2005 Catalyst Census reports that the estimated growth trend for the past 10 years, it will take 40 years for women to reach parity with men in corporate officer ranks. (qtd. in Laff T+D). Today's women have come a long way in corporate America and are more visible and powerful than ever, but some of them are still being held back from professional success.

**Comment [EK1]:** Before the title, you need an MLA format heading that includes your name and the date.

**Comment [EK2]:** Define what you mean by "lack of progress."

**Comment [EK3]:** The executive level of what? You're assuming I know the context you're writing about but I don't.

**Comment [EK4]:** The entire title should be italicized (not underlined).

**Comment [EK5]:** PROOFREAD!

**Comment [EK6]:** Is this really a meaningful change in numbers?

**Comment [EK7]:** CS

**Comment [EK8]:** What is T+D? This isn't proper MLA format

**Comment [EK9]:** This sentence contradicts everything you have said previously.

## Why we comment

- To assess student learning
- To justify or explain grades
- To teach

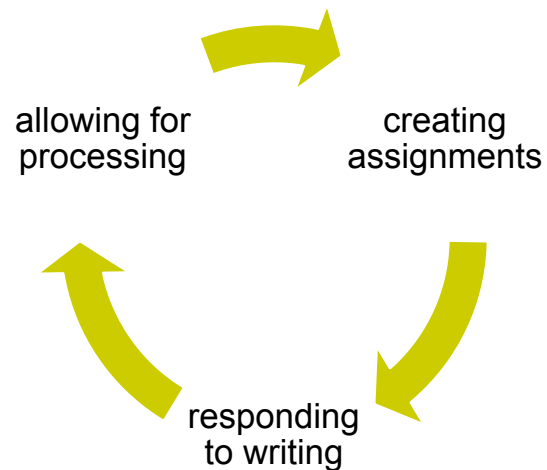
# To teach

## Teaching



1. Pace the introduction of new concepts
2. Appeal to auditory, visual, and kinesthetic learners
3. Prioritize skills and concepts
4. Scaffold skills and concepts
5. Vary our strategies
6. Aim to interest students in our discipline

## Responding Effectively



## Responding Best Practices



1. Review the purposes of the assignment.
2. Get a sense of the paper before commenting.
3. Respond as reader first, coach second, and judge last (and don't respond as editor at all!).
4. Respond to *the writer* not *the writing*.
5. Focus comments on no more than three things.
6. Identify patterns for students.
7. Assume students have something to say and read and respond as if you care.
8. Share the responsibility.

## Questions and Discussion



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## Where to turn for help



- Elizabeth Kleinfeld  
[ekleinfe@msudenver.edu](mailto:ekleinfe@msudenver.edu)
- The Writing Center  
<http://msudenver.edu/writectr/>  
King Center 415

## Seven Principles For Good Practice in Undergraduate Education

*by Arthur W. Chickering and Zelda F. Gamson*

Arthur Chickering is Distinguished Professor of Higher Education at Memphis State University. On leave from the Directorship of the Center for the Study of Higher Education at Memphis State, he is Visiting Professor at George Mason University. Zelda Gamson is a sociologist who holds appointments at the John W. McCormack Institute of Public Affairs at the University of Massachusetts-Boston and in the Center for the Study of Higher and Postsecondary Education at the University of Michigan.

Apathetic students, illiterate graduates, incompetent teaching, impersonal campuses—so rolls the drum-fire of criticism of higher education. More than two years of reports have spelled out the problems. States have been quick to respond by holding out carrots and beating with sticks.

There are neither enough carrots nor enough sticks to improve undergraduate education without the commitment and action of students and faculty members. They are the precious resources on whom the improvement of undergraduate education depends.

But how can students and faculty members improve undergraduate education? Many campuses around the country are asking this question. To provide a focus for their work, we offer seven principles based on research on good teaching and learning in colleges and universities.

Good practice in undergraduate education:

1. Encourages contact between students and faculty
2. Develops reciprocity and cooperation among students.
3. Encourages active learning.
4. Gives prompt feedback.
5. Emphasizes time on task.
6. Communicates high expectations.
7. Respects diverse talents and ways of learning.

We can do it ourselves—with a little bit of help. . .

## A Focus for Improvement

These seven principles are not ten commandments shrunk to a 20th century attention span. They are intended as guidelines for faculty members, students, and administrators--with support from state agencies and trustees--to improve teaching and learning. These principles seem like good common sense, and they are -- because many teachers and students have experienced them and because research supports them. They rest on 50 years of research on the way teachers teach and students learn, how students work and play with one another, and how students and faculty talk to each other.

While each practice can stand on its own, when all are present their effects multiply. Together, they employ six powerful forces in education:

Activity

Expectations

Cooperation

Interaction

Diversity

Responsibility

Good practices hold as much meaning for professional programs as for the liberal arts. They work for many different kinds of students--white, black, Hispanic, Asian, rich, poor, older, younger, male, female, well -prepared, underprepared.

But the ways different institutions implement good practice depends very much on their students and their circumstances. In what follows, we describe several different approaches to good practice that have been used in different kinds of settings in the last few years. In addition, the powerful implications of these principles for the way states fund and govern higher education and for the way institutions are run are discussed briefly at the end.

As faculty members, academic administrators, and student personnel staff, we have spent most of our working lives trying to understand our students, our colleagues, our institutions and ourselves. We have conducted research on higher education with dedicated colleagues in a wide range of schools in this country. We draw the implications of this research for practice, hoping to help us all do better.

We address the teacher's *how*, not the subject-matter *what*, of good practice in undergraduate education. We recognize that content and pedagogy interact in complex ways. We are also aware that there is much healthy ferment within and among the disciplines. What is taught, after all, is at least as important as how it is taught. In contrast to the long history of research in teaching and learning, there is little research on the college curriculum. We cannot, therefore, make responsible recommendations about the content of good undergraduate education. That work is yet to be done.

This much we can say: An undergraduate education should prepare students to understand and deal intelligently with modern life. What better place to start but in the classroom and on our campuses? What better time than now?

## **Seven Principles of Good Practice**

### **1 . Encourages Contact Between Students and Faculty**

Frequent student-faculty contact in and out of classes is the most important factor in student motivation and involvement. Faculty concern helps students get through rough times and keep on working. Knowing a few faculty members well enhances students' intellectual commitment and encourages them to think about their own values and future plans.

*Some examples:* Freshman seminars on important topics, taught by senior faculty members, establish an early connection between students and faculty in many colleges and universities.

In the Saint Joseph's College core curriculum, faculty members who lead discussion groups in courses outside their fields of specialization model for students what it means to be a learner. In the Undergraduate Research Opportunities Program at the Massachusetts Institute of Technology, three out of four undergraduates have joined three-quarters of the faculty as junior research colleagues in recent years. At Sinclair Community College, students in the "College Without Walls" program have pursued studies through learning contracts. Each student has created a "resource group," which includes a faculty member, a student peer, and two "community resource" faculty members. This group then provides support and assures quality.

### **2.Develops Reciprocity and Cooperation Among Students**

Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one's own ideas and responding to others' reactions sharpens thinking and deepens understanding.

*Some examples:* Even in large lecture classes, students can learn from one another. Learning groups are a common practice, in which five to seven students meet regularly during class throughout the term to solve problems set by the instructor. Many colleges use peer tutors for students who need special help.

Learning communities are another popular way of getting students to work together. Students involved in SUNY at Stony Brook's Federated Learning Communities can take several courses together. The courses, on topics related to a common theme like science, technology, and human values, are from different disciplines. Faculty teaching the courses coordinate their activities while another faculty member, called a "master learner," takes the courses with the students. Under the direction of the master learner, students run a seminar which helps them integrate ideas from the separate courses.



### 3. Encourages Active Learning

Learning is not a spectator sport. Students do not learn much just by sitting in classes listening to teachers, memorizing prepackaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences and apply it to their daily lives. They must make what they learn part of themselves.

*Some examples:* Active learning is encouraged in classes that use structured exercises, challenging discussions, team projects, and peer critiques. Active learning can also occur outside the classroom. There are thousands of internships, independent study, and cooperative job programs across the country in all kinds of colleges and universities, in all kinds of fields, for all kinds of students. Students also can help design and teach courses or parts of courses. At Brown University, faculty members and students have designed new courses on contemporary issues and universal themes; the students then help the professors as teaching assistants. At the State University of New York at Cortland, beginning students in a general chemistry lab have worked in small groups to design lab procedures rather than repeat prestructured exercises. At the University of Michigan's Residential College, teams of students periodically work with faculty members on a long-term original research project in the social sciences.

### 4. Gives Prompt Feedback

Knowing what you know and don't know focuses learning. Students need appropriate feedback on performance to benefit from courses. When getting started, students need help in assessing existing knowledge and competence. In classes, students need frequent opportunities to perform and receive suggestions for improvement. At various points during college, and at the end, students need chances to reflect on what they have learned, what they still need to know, and how to assess themselves.

*Some examples:* No feedback can occur without assessment. But assessment without timely feedback contributes little to learning.

Colleges assess entering students as they enter to guide them in planning their studies. In addition to the feedback they receive from course instructors, students in many colleges and universities receive counseling periodically on their progress and future plans. At Bronx Community College, students with poor academic preparation have been carefully tested and given special tutorials to prepare them to take introductory courses. They are then advised about the introductory courses to take, given the level of their academic skills.

Adults can receive assessment of their work and other life experiences at many colleges and universities through portfolios of their work or through standardized tests; these provide the basis for sessions with advisors.

Alverno College requires that students develop high levels of performance in eight general abilities such as analytic and communication skills. Performance is assessed and then discussed with students at each level for each ability in a variety of ways and by a variety of assessors.

In writing courses across the country, students are learning, through detailed feedback from instructors and fellow students, to revise and rewrite drafts. They learn, in the process, that feedback is central to learning and improving performance.

### **5 . Emphasizes Time on Task**

Time plus energy equals learning. There is no substitute for time on task. Learning to use one's time well is critical for students and professionals alike. Students need help in learning effective time management. Allocating realistic amounts of time means effective learning for students and effective teaching for faculty. How an institution defines time expectations for students, faculty, administrators, and other professional staff can establish the basis for high performance for all.

*Some examples:* Mastery learning, contract learning, and computer-assisted instruction require that students spend adequate amounts of time on learning. Extended periods of preparation for college also give students more time on task. Matteo Ricci College is known for its efforts to guide high school students from the ninth grade to a B.A. through a curriculum taught jointly by faculty at Seattle Preparatory school and Seattle University. Providing students with opportunities to integrate their studies into the rest of their lives helps them use time well.

Workshops, intensive residential programs, combinations of televised instruction, correspondence study, and learning centers are all being used in a variety of institutions, especially those with many part-time students. Weekend colleges and summer residential programs, courses offered at work sites and community centers, clusters of courses on related topics taught in the same time block, and double-credit courses make more time for learning. At Empire State College, for example, students design degree programs organized in manageable time blocks; students may take courses at nearby institutions, pursue independent study, or work with faculty and other students at Empire State learning centers.

### **6. Communicates High Expectations**

Expect more and you will get more. High expectations are important for everyone—for the poorly prepared, for those unwilling to exert themselves, and for the bright and well motivated. Expecting students to perform well becomes a self-fulfilling prophecy when teachers and institutions hold high expectations of themselves and make extra efforts.

*Some examples:* In many colleges and universities, students with poor past records or test scores do extraordinary work. Sometimes they outperform students with good preparation. The University of Wisconsin-Parkside has communicated high expectations for underprepared high school students by bringing them to the university for workshops in academic subjects, study skills, test taking, and time management. In order to reinforce high expectations, the program involves parents and high school counselors.

The University of California, Berkeley introduced an honors program in the sciences for under-prepared minority students; a growing number of community colleges are

establishing general honors programs for minorities. Special programs like these help. But most important are the day-to-day, week-in and week-out expectations students and faculty hold for themselves and for each other in all their classes.

### **7. Respects Diverse Talents and Ways of Learning**

There are many roads to learning. People bring different talents and styles of learning to college. Brilliant students in the seminar room may be all thumbs in the lab or art studio. Students rich in hands-on experience may not do so well with theory. Students need the opportunity to show their talents and learn in ways that work for them. Then they can be pushed to learning in new ways that do not come so easily.

*Some examples:* Individualized degree programs recognize different interests. Personalized systems of instruction and mastery learning let students work at their own pace. Contract learning helps students define their own objectives, determine their learning activities, and define the criteria and methods of evaluation. At the College of Public and Community Service, a college for older working adults at the University of Massachusetts-Boston, incoming students have taken an orientation course that encourages them to reflect on their learning styles. Rockland Community College has offered a life-career-educational planning course. At the University of California, Irvine, introductory physics students may choose between a lecture-and-textbook course, a computer-based version of the lecture-and-textbook course, or a computer-based course based on notes developed by the faculty that allow students to program the computer. In both computer-based courses, students work on their own and must pass mastery exams.

### **Whose Responsibility Is It?**

Teachers and students hold the main responsibility for improving undergraduate education. But they need a lot of help. College and university leaders, state and federal officials, and accrediting associations have the power to shape an environment that is favorable to good practice in higher education. What qualities must this environment have?

- A strong sense of shared purposes.
- concrete support from administrators and faculty leaders for those purposes.
- Adequate funding appropriate for the purposes.
- Policies and procedures consistent with the purposes.
- Continuing examination of how well the purposes are being achieved.

There is good evidence that such an environment can be created. When this happens, faculty members and administrators think of themselves as educators. Adequate resources are put into creating opportunities for faculty members, administrators, and students to celebrate and reflect on their shared purposes. Faculty members receive support and release time for appropriate professional development activities. Criteria for hiring and promoting faculty members, administrators, and staff support the institution's purposes. Advising is considered important. Departments, programs, and classes are small enough to allow faculty members and students to have a sense of community, to experience the value of their contributions, and to confront the consequences of their failures.

## Washington Center News

Fall 1987

States, the federal government, and accrediting associations affect the kind of environment that can develop on campuses in a variety of ways. The most important is through the allocation of financial support. States also influence good practice by encouraging sound planning, setting priorities, mandating standards, and reviewing and approving programs. Regional and professional accrediting associations require selfstudy and peer review in making their judgments about programs and institutions.

These sources of support and influence can encourage environments for good practice in undergraduate education by:

- Setting policies that are consistent with good practice in undergraduate education.
- Holding high expectations for institutional performance.
- Keeping bureaucratic regulations to a minimum that is compatible with public accountability.
- Allocating adequate funds for new undergraduate programs and the professional development of faculty members, administrators, and staff.
- Encouraging employment of under-represented groups among administrators, faculty members, and student services professionals.
- Providing the support for programs, facilities, and financial aid necessary for good practice in undergraduate education.

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*Category III New Faculty Orientation*  
Center for Teaching, Learning, and Design  
August 17, 2018

### Support & Encouragement

Metro Affiliate Faculty Association (MAFA)

- <https://www.facebook.com/Metro-Affiliate-Faculty-Association-MAFA-1569610589923688/>
- <https://groups.google.com/forum/#!forum/metro-affiliate-faculty-association>
- Aaron Johnson [ajohn184@msudenver.edu](mailto:ajohn184@msudenver.edu), 303-615-1714

Faculty Senate, Faculty Welfare committee

- <https://msudenver.edu/facultysenate/>
- <https://msudenver.edu/facultysenate/committees/fs-welf.html>

Metropolitan State Faculty Federation (MSFF)

- <http://063210.co.aft.org/>
- [MSFF6321@aol.com](mailto:MSFF6321@aol.com)

### Leadership Opportunities

Metro Affiliate Faculty Association (MAFA)

- A three member executive committee

Faculty Senate, and Faculty Welfare subcommittee

- Three Affiliate Faculty Senate seats

The Budget Task Force, and compensation subcommittee

- One BTF member, currently serves on compensation subcommittee, but could be two separate people

President's Advisory Councils

- <https://msudenver.edu/president/advisory-councils/>
- There are 6 Councils, ideally, each one would have an Affiliate Faculty member

### Professional Development & Awards

Center for Teaching, Learning and Design (CTLD) activities, Faculty Learning Committees in particular

- <https://msudenver.edu/ctld/>
- <https://msudenver.edu/cfe/facultylearningcommunities/>

The Access Center's Universal Design for Learning Award

- <https://msudenver.edu/access/facultyinformation/udl/>

Watch for SIPs in the Early Bird every Thursday

- <http://sites.msudenver.edu/sips/>
- <https://msudenver.edu/early-bird/>

Faculty Senate's Teaching Excellence Award

- <https://msudenver.edu/facultysenate/awards/teachingexcellence/>

Professional Development Conference (attend or present)

- <https://msudenver.edu/president/conference/>

## Socializing

Department parties! Join 'em if you've got 'em!

Colloquiums and Conferences

- <http://heds365.org/summit/>
- <https://msudenver.edu/soc/newsandevents/>
- <https://msudenver.edu/philosophy/events/>
- and more!

## The Auraria Campus

Hopefully, you will find your department office comfortable and conducive to working, but if not ...

The Tivoli

- <https://www.ahec.edu/shared-campus-services-resources/tivoli-student-union/>

Auraria Library

- <https://library.auraria.edu/about/spaces>

Auraria Faculty & Staff Club

- <https://msudenver.edu/afclub/>

Discounted EcoPass

- <https://www.ahec.edu/for-ahec-staff/human-resources/current-employee-information/rtd-ecopass-for-staff/>

Lockers

- There are over 300 lockers available to Affiliate Faculty in the West, Central, and Plaza buildings. To reserve one, complete the MSU Denver locker waiver and email it to [facilitiesplanning@msudenver.edu](mailto:facilitiesplanning@msudenver.edu). If you have any questions call 303-615-1699.