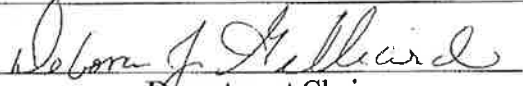
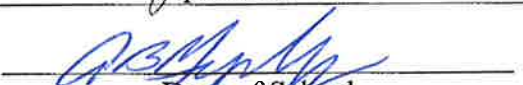
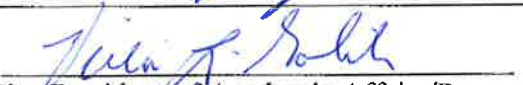


METROPOLITAN STATE UNIVERSITY OF DENVER  
SCHOOL OF BUSINESS

MANAGEMENT DEPARTMENT  
FACULTY EVALUATION GUIDELINES

DEPARTMENT GUIDELINES REVIEW			
	Approve	Disapprove	Date
 Department Chair	✓		11/5/13
 Dean of School	✓		4/16/14
 Vice President of Academic Affairs/Provost	✓		4/17/14

Effective July 1, 2014

## MANAGEMENT DEPARTMENT MISSION STATEMENT

Our mission is to prepare management students with the knowledge and skills necessary to manage and lead organizations. This is done within the context of globalization and appreciation for diversity.

In order to gain excellence in learning:

- Students take courses in business law, entrepreneurship, human resources, production operations, and management
- Students gain skills in communication, critical thinking, problem based learning and an appreciation for lifelong learning.

In order to maintain excellence in teaching and advising, faculty member engage in:

- Professional development activities that enhance the application of management and legal theory, instructional techniques and resources, and continuous improvement of course content.
- Advising that relates to the program of study, careers, graduate school, and lifelong learning.
- Providing service to the profession, community, and institution.
- Embracing individuality, diversity, and the creativity that comes from multiple perspectives.

### AREAS OF PERFORMANCE

University faculty are reviewed on their performance in three areas: teaching, scholarly activities, and service. All relevant and official information may be considered in the course of any review or evaluation.

### CRITERIA

Each performance area has criteria that provide the basis for evaluation:

- a. **Teaching:** Teaching is the act of creating and maintaining an environment which enhances the opportunities for student learning and discipline-related growth; it includes advising students to facilitate graduation and to transition to post-baccalaureate careers or further educational opportunities.
- b. **Scholarly Activities:** Scholarly and creative activities are disciplinary or interdisciplinary expressions or interpretations that develop ideas, frame questions, create new forms of representation, solve problems, or explore enduring puzzles.
- c. **Service:** Service is participation in the shared governance of the academy and the use of disciplinary or professional expertise and talents to contribute to the betterment of multiple environments, including professional and disciplinary associations, or non-profit and governmental agencies.
- d. **Other Duties:** Projects and tasks completed or undertaken on reassigned time will be evaluated in accordance with the three areas of performance delineated above as appropriate.

Faculty will submit a Portfolio for review as stated in Section V of the Handbook.

## MANAGEMENT DEPARTMENT RATING SCALE

The following rating scale will be applied to tenure track faculty portfolios:

**Progressing Toward Tenure:**

Faculty member has shown progress in the areas of teaching, scholarly activity, and service as specified in the "Expectations for Tenure and Promotion from Assistant to Associate" detailed in this document.

**Not Progressing Toward Tenure:**

Faculty member is not progressing in at least 1 of the areas of teaching, scholarly activity, or service as specified in the "Expectations for Tenure and Promotion from Assistant to Associate" detailed in this document.

The following scale will be applied to tenured faculty Post Tenure Review portfolios:

**Meets Post Tenure Expectations**

Faculty member maintains activity level in the area of teaching, scholarly activity and/or service as specified in the "Expectations for Post Tenure Review" detailed in this document.

**Needs Improvement**

Faculty member's performance does not meet expectations as specified in the "Expectations for Post Tenure Review" detailed in this document. If a faculty member has a 'needs improvement' rating in any area, the faculty member will need to develop and submit an individualized performance improvement plan.

## CRITERIA AND GUIDELINES

These guidelines specify the standards for "Meets Standards" pertaining to each criterion listed below.

### TEACHING

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.

Examples of activities that demonstrate content expertise may include:

- Class materials, assignments, text, reading materials are current in the field
- Continuously surveys the professional, business, political, legal field to keep updated on developments in the field
- Incorporates current information into the classroom
- Attend sessions at professional meetings that add currency to the teaching field
- Includes additional course material beyond the textbook
- Research in the field; research information is included in the course

- (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.

Examples of activities that demonstrate instructional design may include:

- Identify and communicate appropriate learning objectives
- Syllabus clearly states grading policies
- Course objectives, learning objectives, assignments, assessments are consistent
- Attends teaching workshops/seminars and implements new ideas
- Develop a detailed course outline for students
- Develops assignments, class activities, assessment instruments that provide students with opportunities to apply course content
- Active learning opportunities as needed
- Develop new courses
- Peer-to-peer learning opportunities

(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.

Examples of activities that demonstrate instructional delivery may include:

- Uses multiple pedagogies in the class to meet needs of diverse learning styles
- Incorporates technology into the class
- Attends teaching workshops/seminars and implements new ideas
- Communicate class/chapter/course objectives
- Provide additional materials to students via website, Blackboard, etc.
- Use of group activities
- Organization and preparation of the course

(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.

Examples of activities that demonstrate instructional assessment may include:

- Design course assessment instruments to measure course learning objectives
- Develop multiple types of assessments to meet needs of diverse learning styles
- Ensure all graded work is made available to students for their review
- Advise students on their academic weaknesses and how they may improve future performance
- Assessments are current and updated regularly
- Provide reviews for exams

(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.

Activities that demonstrate advising may include:

- Attends department advising workshops
- Participates in Department and Metro Advising activities (Majors Fair, Metro Open House, etc.)
- Writes letters of recommendation
- Supervises original student research
- Uses appropriate forms (CAPP adjustments, advising waivers)
- Incorporates advising component into the class
- Provides career or graduate school advice to student
- Uses the BRM system
- Supervises an IDP, independent study, internship
- Maintains contacts in the industry to enhance career advising

## **SCHOLARLY ACTIVITIES**

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

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

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

Activities that demonstrate scholarly activities may include:

- Publication of an articles in a peer reviewed journal
- Publication of 1<sup>st</sup> edition or revision of textbook by respected publishers and reviewed by peers
- Presentation of peer-reviewed papers at conferences
- Publication of cases in textbooks by respected publishers
- Serving as a panelist at a professional or academic conference
- Presentation of a workshop
- Supervise and co-author original student research
- Publication of scholarly books or books of applied (contribution to practice) scholarship by respected publishers
- Publication of chapters in edited scholarly books or edited textbooks
- Publication of peer-reviewed conference papers in proceedings
- Publication of book review or interview by peer reviewed journal
- Presentation of a non-peer reviewed paper
- Professional certification (CPE or CEU to maintain professional certification)
- Publication of trade books, teaching lab or case books, published by respected publishers
- Development of original data base or software
- Publication of course supplements to texts
- Publication and dissemination of cases by respected academic or professional organizations
- Invited keynote speaker
- Serving as editor of a preferred journal

## **SERVICE**

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, school, 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.

Activities that demonstrate service may include:

- Serving a term as defined by committee bylaws on department committees
- Hosting student activities
- Serving as a reviewer for a peer reviewed journal or conference (at least 3 years)
- Review texts or textbook supplements for a publisher
- Member of a local, state, national organization
- Serving a term as defined by committee bylaws on school committees
- Assisting with student organizations
- Serving on the editorial board of a peer reviewed journal
- Provide media interviews
- Serving a local agency, non-profit, community group, etc.
- Serving a term as defined by committee bylaws on University committees
- Unpaid public service or consulting work to community, business, or professional organizations
- Serving as session chair or discussant at a conference (multiple years or conferences)
- Serving on the board of a professional or community organization



**EXPECTATIONS FOR TENURE & PROMOTION FROM ASSISTANT TO ASSOCIATE PROFESSOR**

It is expected that there be integration between discipline/course topics, scholarly activities, and service. Candidates for tenure are expected to meet the following criteria to be considered for tenure:

TEACHING	SCHOLARLY ACTIVITY	SERVICE
<ul style="list-style-type: none"> <li>▪ Effectively use multiple pedagogies</li>   <li>▪ Include activities and/or assignments that provide a practical application of course material</li> <li>▪ Show effective classroom delivery, content, and design</li>   <li>▪ Demonstrate maintenance of currency in the discipline</li> <li>▪ Implement suggestions of peer observers, as appropriate</li> <li>▪ A minimum of 2 classroom observations by department faculty and implementation of suggestions, as appropriate</li> <li>▪ On average a score of 4.50 or greater reflects excellence in teaching. Will use the SRI question "contribution to the course" for evaluation purposes. Will show continuous improvement if SRI scores are consistently below 4.50</li> <li>▪ Actively participate in department and school assessment activities and implement changes as determined by department and/or school faculty</li> <li>▪ Use BRM to record sessions that includes writing notes on what was discussed or advised when necessary</li> <li>▪ Participate in Dept advising activities such as: supervise independent studies or internships, department training sessions, majors fairs, Metro Open House, SOAR, etc.</li> </ul>	<ul style="list-style-type: none"> <li>▪ A minimum of 5 intellectual and/or scholarly contributions :               <ul style="list-style-type: none"> <li>○ 2 peer reviewed journal articles</li> <li>○ At least 1 intellectual/scholarly contribution is a single author or 1<sup>st</sup> author</li> </ul> </li>   <li>▪ Maintain currently approved Academically Qualified status</li> </ul>	<ul style="list-style-type: none"> <li>• Service activities in 2 of the 5 areas (department, school, University, professional, or community work related to discipline) that fit needs of the department and school</li> <li>• Make substantive contributions in service activities -- more than attending meetings</li> <li>• Serve in at least 1 substantive leadership position. Examples include: board member, chair, co-chair, officer, track chair, etc.</li> </ul>

## EXPECTATIONS FOR PROMOTION FROM ASSOCIATE PROFESSOR TO PROFESSOR

### Teaching Excellence, Scholarly Activity Excellence, Service Excellence

It is expected that there be integration between discipline/course topics, scholarly activities, and service. A faculty member who is an untenured Associate Professor submitting a portfolio for tenure & promotion must meet "Expectations for Tenure".

Candidates for promotion to Professor are expected to meet the following criteria:

TEACHING	SCHOLARLY ACTIVITY	SERVICE
<ul style="list-style-type: none"> <li>▪ Effectively use multiple pedagogies</li>   <li>▪ Include activities and/or assignments that provide a practical application of course material</li> <li>▪ Show effective classroom delivery, content, and design</li>   <li>▪ Demonstrate maintenance of currency in the discipline</li> <li>▪ Conduct classroom observations of department tenure-track and affiliate faculty</li> <li>▪ An average score of 4.50 or greater reflects excellence in teaching. Will use the SRI question "contribution to the course" for evaluation purposes. Will show continuous improvement if SRI scores are consistently below 4.50</li> <li>▪ Actively participate in department and school assessment activities and implement changes as determined by department and/or school faculty</li> <li>▪ Use BRM to record advising sessions</li> <li>▪ Participate in Dept advising activities such as: supervise independent studies or internships, department training sessions, majors fairs, Metro Open House, SOAR, etc.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Maintain currently approved Academically Qualified Status</li>   <li>▪ A minimum of 5 intellectual /scholarly contributions</li>   <li>▪ If promoting to Professor within 5 years of promotion to Associate Professor 2 peer reviewed journal articles are required, otherwise an average of at least one peer reviewed journal article every 4 years since promotion to Associate Professor</li> </ul>	<ul style="list-style-type: none"> <li>• Service activities in 2 of the 5 areas (department, school, University, professional, or community work related to discipline) that fit needs of the department and school</li>   <li>• Make substantive contributions in service activities – more than attending meetings</li>   <li>• Serve in at least 1 substantive leadership position. Examples include: board member, chair, co-chair, officer, track chair, etc. (Substantive contribution indicates numerous hours to complete duties, serving for full term of position, etc.)</li> </ul>

### EXPECTATIONS FOR POST TENURE REVIEW

It is expected that there be integration between discipline/course topics, scholarly activities, and service. It is expected that tenured faculty will maintain their activity level in all 3 areas.

Candidates for Post Tenure Review are expected to meet the following criteria:

TEACHING	SCHOLARLY ACTIVITY	SERVICE
<ul style="list-style-type: none"> <li>▪ Effectively use multiple pedagogies</li>   <li>▪ Include activities and/or assignments that provide a practical application of course material</li>   <li>▪ Show effective classroom delivery, content, and design</li> <li>▪ Demonstrate maintenance of currency in the discipline</li> <li>▪ Conduct classroom observations of department tenure-track and affiliate faculty</li> <li>▪ An average score of 4.0 or greater reflects satisfactory teaching. Will use the SRI question "contribution to the course" for evaluation purposes</li>   <li>▪ Actively participate in department and school assessment activities and implement changes as determined by department and/or school faculty</li>   <li>▪ Use BRM to record advising sessions</li>   <li>▪ Participate in Dept advising activities such as: supervise independent studies or internships, department training sessions, majors fairs, Metro Open House, SOAR, etc.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Maintain currently approved Academically Qualified Status</li> <li>▪ 2 peer reviewed journal articles NOTE: Faculty submitting a PTR portfolio in February 2015 or 2016 who only have 1 peer reviewed journal article should show substantial progress (journal submission, in revise &amp; re-submit state, 75% of paper from new research written, etc.) toward a 2<sup>nd</sup> peer reviewed journal article</li> <li>▪ NOTE: Department chair's scholarly activity expectations are those included in the approved Academically Qualified policy for Deans and Chairs</li> </ul>	<ul style="list-style-type: none"> <li>• Service activities in 2 of the 5 areas (department, school, University, professional, or community work related to discipline) that fit needs of the department and school</li>   <li>• Serve in at least 1 leadership position. Examples include: board member, chair, co-chair, officer, track chair, etc.</li> </ul>

## EVALUATION & EXPECTATIONS OF AFFILIATE FACULTY

<b>TEACHING</b>	<b>SCHOLARLY ACTIVITY</b>	<b>SERVICE</b>
<ul style="list-style-type: none"> <li>▪ Effectively use multiple pedagogies</li> <li>▪ Include activities and/or assignments that provide a practical application of course material</li>   <li>▪ Show effective classroom delivery, content, and design</li> <li>▪ Shall be observed once in their first semester of teaching. Continuing affiliate faculty will be observed once per year</li> <li>▪ Implement suggestions of peer observers, as appropriate</li>   <li>▪ On average SRI scores for question #2 should be greater than 4.0. A score of 4.61 or greater reflects excellence in teaching.</li>   <li>▪ Actively participate in department and school assessment activities</li>   <li>▪ Meet contractual obligations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrate maintenance of currency in the discipline</li> <li>▪ May be asked to document professionally and/or academically qualified status which may include: recent education/certification/licensure experience, work experience, intellectual contributions or scholarly contributions (See activities for Academically Qualified standards)</li> </ul>	

**EVALUATION AND EXPECTATIONS OF CATEGORY II FACULTY**  
**Teaching a 5/5 load**

Category II faculty who wish to be reappointed must undergo a comprehensive review by submitting a portfolio as stated in Section VI of the Handbook.

<b>TEACHING</b>	<b>SCHOLARLY ACTIVITY</b>	<b>SERVICE</b>
<ul style="list-style-type: none"> <li>▪ Effectively use multiple pedagogies</li> <li>▪ Include activities and/or assignments that provide a practical application of course material</li>   <li>▪ Show effective classroom delivery, content, and design</li> <li>▪ Shall be observed once in their first semester of teaching. Continuing affiliate faculty will be observed once per year</li> <li>▪ Implement suggestions of peer observers, as appropriate</li>   <li>▪ On average SRI scores for question #2 should be greater than 4.0. A score of 4.61 or greater reflects excellence in teaching.</li>   <li>▪ Actively participate in department and school assessment activities</li>   <li>▪ Meet contractual obligations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrate maintenance of currency in the discipline</li> <li>▪ May be asked to document professionally and/or academically qualified status which may include: recent education/certification/licensure experience, work experience, intellectual contributions or scholarly contributions(See activities for Academically Qualified standards)</li> </ul>	

**EVALUATION AND EXPECTATIONS OF CATEGORY II FACULTY**  
**Teaching a 4/4 load**

Category II faculty who wish to be reappointed must undergo a comprehensive review by submitting a portfolio as stated in Section VI of the Handbook.

TEACHING	SCHOLARLY ACTIVITY	SERVICE
<ul style="list-style-type: none"> <li>▪ Effectively use multiple pedagogies</li> <li>▪ Include activities and/or assignments that provide a practical application of course material</li> <li>▪ Show effective classroom delivery, content, and design</li> <li>▪ Shall be observed once in their first semester of teaching. Continuing affiliate faculty will be observed once per year</li> <li>▪ Implement suggestions of peer observers, as appropriate</li> <li>▪ On average SRI scores for question #2 should be greater than 4.0. A score of 4.61 or greater reflects excellence in teaching.</li> <li>▪ Actively participate in department and school assessment activities</li> <li>▪ Meet contractual obligations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrate maintenance of currency in the discipline</li> <li>▪ A minimum of one intellectual contribution or two scholarly contributions.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Attend department meetings</li> <li>▪ Service activities in 2 of the 5 areas (department, school, university, professional, or community work related to the discipline)</li> </ul>