
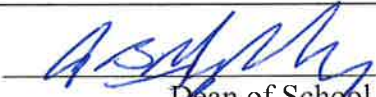



METROPOLITAN STATE UNIVERSITY OF DENVER
SCHOOL OF BUSINESS

ECONOMICS DEPARTMENT

FACULTY EVALUATION GUIDELINES
Effective July 1, 2014

DEPARTMENT GUIDELINES REVIEW			
	Approve	Disapprove	Date
 Department Chair	x		4/16/2014
Reviewed and approved by Committee of Department Chairs As noted in minutes of meeting dated			
 Dean of School	✓		4/16/14
 Vice President of Academic Affairs/Provost	✓		4/17/14

ECONOMICS DEPARTMENT MISSION STATEMENT

School of Business Mission Statement Approved Spring 2011 by SCOBS Faculty

Our mission is to develop students into effective business professionals by preparing students for careers and lifelong learning with an awareness of ethics, technological advancements, and globalization.

We facilitate learning through excellence in teaching by maintaining currency in the disciplines, using appropriate pedagogy, and providing individual attention to students.

We deliver a quality, accessible undergraduate business education in the metropolitan Denver area to a diverse student population.

DEPARTMENT MISSION STATEMENT

Metropolitan State University of Denver delivers a high-quality, accessible Bachelor of Arts Program in economics while also providing significant service to the University, the School of Business, and the community by providing accessible and quality general studies courses in the principles of microeconomics and macroeconomics. We prepare students for lifelong learning in a complex, free, civil society, for graduate or professional education in economics, business, legal studies or the law, and for careers in a broad range of private and public activities.

The Department pursues excellence in teaching and learning as its primary purpose. The faculty of the department engages in scholarly activity that contributes to the literature in applied and basic economic research and in other professional activity that enhances quality instruction.

AREAS OF PERFORMANCE AND CRITERIA FOR TENURE AND PROMOTION FROM ASSISTANT TO ASSOCIATE PROFESSOR

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, the media, or profit, non-profit and governmental agencies.

Faculty engaged in other duties, including faculty on reassigned time and other approved roles will be reviewed on these activities.

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

RATING SCALE

The following 2-level rating scale as per the Handbook may be applied to each criterion. Since a Meets Standards rating for each criterion is sufficient for tenure, promotion, and post-tenure review, department evaluators will simply state, “yes” or “no” for retention, tenure, post-tenure review, and/or promotion, with explanations of how the candidate did or did not meet standards.

Meets Standards

This rating represents a level of performance that demonstrably and substantially exceeds the basic competency standard but does not meet or exceed the highest expectations of the University. Sustained performance at this level or above is necessary to support an application for tenure or promotion.

Needs
Improvement

However, ratings alone do not guarantee a favorable decision under the tenure or promotion policies. Performance at this level or above is necessary for a satisfactory post-tenure review.

Does not meet standards.

If a tenure-track faculty member achieves this rating in one category in the 2nd portfolio year, it indicates the faculty member is not satisfactorily progressing toward tenure in that category and it is strongly recommended that the faculty member develop a performance plan to meet that category's standards the following year.

If the faculty member is retained for another year after earning this rating in any category, he or she should follow the suggestions from the department chair and other levels of review very carefully in such a way as to be able to document progress and compliance to assure satisfactory progress (meets standards) in the next portfolio year and should carefully explain progress in the next year's portfolio.

If a faculty member earns this rating in the 5th portfolio year in one or more categories, it is possible that he or she will not be recommended for retention. It is also probable the faculty member achieving this rating in a rating category in the tenure portfolio year will not be recommended for tenure and promotion.

CRITERIA AND GUIDELINES

While criteria for the Areas of Performance are stated in this section of the *Handbook*, guidelines must specify the standards for Meets Standards pertaining to each criterion listed below, and must provide examples of activities for each rating except for a "Needs Improvement" rating. These are guidelines and should be not be thought of as a 'bean counting' exercise. In yearly evaluations the department chair will comment in each area on the quantity and quality of work by the professor making suggested changes where appropriate. Specifically, the chair will comment on the "progress toward tenure" the faculty member is making within department guidelines.

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. Good teachers are scholars, researchers, practitioners or those with advanced expertise or experience who share knowledge, using appropriate methodologies, and who demonstrate and encourage students about the subject matter in such a way as to leave them with a lasting conviction of having benefited from intellectual interaction.

Effective teachers maintain high academic standards, facilitate student achievement, and prepare students for graduate work, and policy and professional work. The best teaching transmits specific knowledge and skills, develops habits of mind, and provides models of scholarly, scientific, and professional behavior and inquiry.

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:

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| ▪ Class materials, assignments, text, reading materials are current in the field | ▪ Continuously surveys the academic, professional, 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 is included in the courses taught |

- (2) Instructional Design: To 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
- Course objectives, learning objectives, assignments, assessments are consistent with the official syllabus
- Develops assignments, class activities, assessment instruments that provide students with opportunities to apply course content
- Syllabus clearly states grading policies
- Revise Regular Course syllabi as needed relative to the official syllabus

- (3) Instructional Delivery: To communicate 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
- Provide additional materials to students via websites, etc.
- Attends teaching workshops/seminars and implements new ideas

- (4) Instructional Assessment: To evaluate the mastery 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

- (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:

- Advise students efficiently by following department requirements and guidelines
- Provides career and graduate school advice to students
- Incorporates advising component inside the classroom
- Writes letters of recommendation
- Participates in department and Metro advising and recruitment activities (Majors Fair, Metro Open House, etc.)
- Uses the Banner Relationship Management (BRM) system

SCHOLARLY ACTIVITIES

Scholarly 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 through original research; interpreting knowledge within or across disciplines; synthesizing information across disciplines; 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 in either peer reviewed journals by disciplinary scholars or professional or governmental organizations; or critical reflection by a wider community, including profit or non-profit organizations.

In addition to these scholarly activities it is expected that the faculty member shares 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.

In addition, the faculty member will maintain academic qualifications (AQ) as defined by the School of Business throughout the tenure process (See Current School of Business AQ/PQ Standards). In addition, a faculty member should have at least five other scholarly activities, such as the activities listed in the following list, to be qualified to be considered for tenure. Specific requirements for a faculty member to be considered for tenure are found in the Table 1.

Activities that demonstrate scholarly activities may include:

- Publication of articles in peer reviewed journals
- Presentation of peer-reviewed papers at conferences, particularly those in preparation for submission to refereed journals
- Publication of cases in textbooks
- Serving as a panelist at a professional or academic conference
- Publication of scholarly books or books of applied scholarship
- Publication of chapters in edited scholarly books or edited textbooks
- Publication of book review or interview by peer reviewed journal
- Serving as editor of a peer reviewed journal
- Publication of peer-reviewed conference papers in proceedings

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 such organizations as the media, regional communities, professional and disciplinary associations, profit and non-profit organizations, or government agencies.

Activities that demonstrate service may include:

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

EXPECTATIONS FOR TENURE & PROMOTION FROM ASSISTANT TO ASSOCIATE PROFESSOR

The economics department expects tenure track faculty to *Meet Standards* in the all three areas: teaching, professional development, and service. Candidates for tenure are expected – at a minimum (*Meets Standards*) – to meet the following criteria. It is also expected that the faculty member shows potential for continuous and sustained activities in all three areas.

Table 1: Expectations for Tenure & Promotion from Assistant to Associate Professor

TEACHING	SCHOLARLY ACTIVITY	SERVICE
<ul style="list-style-type: none"> ▪ Effectively use pedagogies ▪ Develop assignments that provide a practical application of course material ▪ Show effective classroom delivery, content, and design appropriate to the official course syllabus ▪ Demonstrate maintenance of currency in the discipline ▪ SRI scores that are no lower than .5 below the department average for the specific courses taught. If below this threshold, show continuous effort and outcomes toward the department mean ▪ Actively participate in department and school assessment activities and implement changes as recommended by department faculty ▪ Use Banner Relationship Management (BRM) system to record sessions which includes writing notes on what was discussed/advised ▪ Evidence of quality of advising ▪ Have one summative peer observation by the sixth 	<ul style="list-style-type: none"> ▪ A minimum of 7 scholarly activities: <ul style="list-style-type: none"> ○ At least two refereed publications. It is expected that at least one publication is accepted in the first three years. It is expected that at least one publication is not tied to your dissertation. ○ At least four different refereed conference paper presentations. ○ Faculty member will maintain academic qualifications (AQ) as defined by the School of Business 	<ul style="list-style-type: none"> • Continuous service activities in multiple areas that fit needs of the department, the school, the University, and the community. • Make substantive contributions in service activities. Service on committees should add value to the institution. • Show continuous growth in service activities throughout the tenure-track years.

year as required by the Handbook ■ Implement department peer observations in consultation with the chair, when appropriate		
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When submitting yearly portfolios for the review process, faculty members should carefully address the items in Table 1 above. Though suggestions may be sought or offered while the portfolio is still in the Department, **it is a faculty member's sole responsibility** in their portfolios to show clear evidence that the minimum expectations are being accomplished, according to how long the faculty member has been on tenure-track. If sufficient progress is not being made, especially at the Third Year Portfolio Review, but not limited to that year only, the tenure-track faculty member may be subject to a recommendation of non-retention. Meeting all minimum expectations by the Sixth Year/Early Tenure Portfolio Review makes a tenure-track faculty member eligible to be *considered for tenure only*. Tenure is not automatically awarded upon accomplishing the minimum standards above.

AREAS OF PERFORMANCE AND CRITERIA FOR PROMOTION FROM ASSOCIATE PROFESSOR TO PROFESSOR

"Professor" is the highest rank that can be achieved in our profession as faculty members and those achieving this rank should be our most highly-qualified faculty. Perhaps it is not meant for everyone who has tenure. It is likely that some faculty members will elect to concentrate on a single part of the profession after earning tenure and will thus not be eligible for promotion to professor as this promotion requires the faculty member to be excellent in all three areas of the profession. In addition, this promotion will require a higher level of performance than merely meeting the guidelines for Post-Tenure Review or staying Academically Qualified. Further, requirements to reach this highest rank in our profession, are more demanding than requirements for achieving tenure and promotion to associate professor.

University faculty members seeking promotion from associate professor to professor are reviewed on their performance in the same three areas: teaching, scholarly activities, and service. All relevant and official information may be considered in the course of any review or evaluation. Each performance area has criteria that provide the basis for evaluation. Descriptions of the three areas are found on page 3.

In addition to these three areas, faculty engaged in other duties, including faculty on reassigned time to serve in roles such as Department Chairs or Directors, and/or those awarded sabbaticals, and other official duties that take faculty out of the MSU Denver classroom and otherwise require faculty to temporarily alter their normal duties and responsibilities, will also be reviewed on those activities and it is possible that the requirements for such faculty will be altered slightly to take into account these extra responsibilities and additional work.

Faculty seeking this promotion will submit material for review at the appropriate time and to the appropriate level of review as stated in the Academic Affairs Procedural Calendar and Section V of the Handbook. The following information describes requirements for a faculty member in the Department to be considered for promotion from associate professor to professor and will assure that the faculty in the Department of Economics achieve and maintain a level consistent with being academically qualified.

According to Chapter V of the Handbook, in order to be considered for this promotion, a faculty member must do the following. First, he or she must serve a minimum of four years in rank as associate professor at a regionally-accredited baccalaureate-granting institution of higher education, two of which must have been at MSU Denver. In determining years in rank, the current year (year in progress) during which application for promotion is made is counted as a year of service toward the requirement for time in rank. In other words, the applicant could submit his or her material for review in their fourth year since being promoted to associate professor. Second, for promotion to professor, there is an expectation for a record of **significant accomplishment in all three areas**. Thus, tenured faculty members who have not yet achieved the rank of “professor” may elect to concentrate on just one of these three areas. That is perfectly acceptable and the associate or assistant tenured professor choosing such a career path does so with the full understanding that he or she will not be considered for promotion to “professor.” It must be kept in mind, however, that AACSB standards require all tenured and tenure-track professors to continue to be academically qualified, which requires a minimum level of scholarly activity (see Current School of Business AQ/PQ Standards). In addition, similar, but not exactly the same, requirements are required for Post Tenure Review.

RATING SCALE

The following rating scale will be used in the evaluation of a faculty member’s achievements, as presented in his or her material submitted for evaluation purposes, in relationship to promotion from associate professor to professor.

<i>Meets Standards</i>	This rating indicates a level of performance that demonstrates the record of significant accomplishment in the profession in the category for which it is achieved. This rating is achieved by accomplishing all items in Table 2 below before submitting the material to be considered for promotion and by representing their achievements appropriately in the submitted material. This rating suggests a level of performance in that category to qualify that faculty member to be considered for promotion.
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Needs Improvement This rating suggests that a faculty member's performance, as represented in the material submitted to demonstrate that performance, does not indicate significant accomplishment in the category for which it is achieved. If a faculty member earns this rating, it is likely that he or she will not be recommended for promotion.

Not achieving promotion from associate professor to professor carries no penalty. After being denied promotion and when appropriate time has passed so a faculty member is able to make the necessary achievements indicated in Table 2, he or she may once again submit promotion materials, adhering to the deadlines and procedures stated in the Academic Affairs Procedural Calendar and Section V of the Handbook.

CRITERIA AND GUIDELINES

Teaching

Teaching is described in detail in the section above, beginning on page 4. To demonstrate competence in teaching, a faculty member should continue to achieve an SRI average no lower than .5 below the department average for the specific course taught. In addition, a faculty member should show willingness to continuously improve teaching through professional development, etc. Also actively participating in advising and assessment activities continues to be important at this level. Activities that demonstrate a faculty member's level of teaching that is commensurate with being considered for promotion from associate professor to professor are found in Table 2.

Scholarly Activities

Scholarly activities are described in detail in the section above on page 7. To be considered for promotion from associate professor to professor, at a minimum, a faculty member should have three articles published in peer-reviewed journals listed in *Cabell's Directories of Publishing Opportunities*.

Faculty should maintain a status of being academically qualified (AQ) as defined by the School of Business from the time they are promoted to associate professor until they submit material to be considered for this promotion (see Current School of Business AQ/PQ Standards). If a faculty member falls out of AQ status for a year or more during this time, he or she must submit documentation that appropriately justifies falling out of AQ status for that period of time. If such occurs, that justification documentation then becomes part of the material that will be reviewed at the different levels for this promotion.

In addition to the three journal articles and maintaining AQ status, as described above, a faculty member should have at least five other scholarly activities, such as the activities listed previously under Scholarly Activities to be qualified to be considered for this promotion. Specific requirements to demonstrate that a faculty member has achieved this level of significant accomplishment in scholarly activities are found in Table 2.

To assure the faculty member does not have a "dead" year during which nothing achieved in this area counts toward promotion, any scholarly activities occurring in the year of review for

promotion to associate professor will be included in and counted toward these achievements toward being promoted to professor.

Service

Faculty members are engaged in service when they participate in the shared governance and good functioning of the institution. Service to the institution can be at the Department, School, or University level. Beyond the institution, professional business 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 communities, professional and disciplinary associations, non-profit organizations, or government agencies.

At a minimum and to be considered for promotion to professor, a faculty member should serve the institution at all three levels (Department, School and University), and should demonstrate willingness and ability to function in a leadership position at the institution, and either in their profession, or for the community. Another minimum indication of a faculty member's service is for him or her to serve both the profession and the community in some fashion. Specific requirements in this area can be found in Table 2. Suggestions for activities to serve the profession and community above under Service on page 9.

Economic faculty must be involved full-time in their profession to be able to adequately prepare to be considered for promotion to professor. They should be making significant accomplishments (meets standards) in all aspects of the profession. MSU Denver identifies three areas of a faculty member's profession in which significant accomplishments are expected. By having economic faculty make these accomplishments in the profession, the Economics Department will be a significant contributor to the vision of MSU Denver to be preeminent. The activities presented in previous sections of this document are guidelines, but the actual requirements to be considered for promotion to professor are summarized in Table 2 below. If faculty members achieve the requirements in this table, carefully concentrating on what is required before they submit material to be considered for promotion, they will be eligible to be considered for tenure and promotion to professor. Faculty should take great care to submit material that addresses the requirements in each of the three areas and how they have fulfilled those requirements.

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. Candidates for promotion to Professor are expected -- at a minimum -- to meet the following criteria:

Table 2: Expectations for Promotion from Associate Professor to Professor (**Note:** All items in this table should be accomplished since achieving the rank of associate professor with the exception of scholarly activities. Achievement in scholarly activities occurring during the review year for promotion to associate professor may be included.)

TEACHING	SCHOLARLY ACTIVITY	SERVICE
<ul style="list-style-type: none"> ▪ Effectively use multiple pedagogies. ▪ Include activities and/or assignments that provide a practical application of course material. ▪ Show effective classroom delivery, content, and design. ▪ Demonstrate maintenance of currency in the discipline. ▪ SRI scores that are no lower than .5 below the department average for the specific course taught. If below this threshold, must show continuous effort and outcomes toward the department mean. ▪ Actively participate in department and school assessment activities and implement changes as determined by department and/or school faculty. ▪ Uses Banner Relationship Management (BRM) to record sessions. ▪ Participate in Department advising activities. Evidence of excellent advising. 	<ul style="list-style-type: none"> ▪ A minimum of 8 scholarly activities: <ul style="list-style-type: none"> ○ At least three scholarly refereed journal articles. ○ At least four different refereed paper presentations. ▪ Faculty member remains academically qualified (AQ) as defined by the School of Business. ▪ For any applicant with more than four years in-rank of associate professor, the following is required: <ol style="list-style-type: none"> a) Average of two refereed journal articles over each three period over the time in-rank as an associate professor; and b) Publish at least one refereed article within the three-year period culmination with the date of application. 	<ul style="list-style-type: none"> • Continuous service activities in multiple areas that fit needs of the department and school. • Serve in at least one substantive leadership position. Leadership position requires numerous examples of service that add substantial value to the institution.

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When submitting material to be considered for a faculty member's promotion from associate professor to professor, he or she should carefully address the items in Table 2 above. Regardless of whether advice is sought or given while the portfolio is still in the Department, it is still a **faculty members' sole responsibility** to show clear evidence that the contributions in each of the three areas have been significant, according to the guidelines above. There is no penalty for submitting material to be considered and not being awarded the promotion. After sufficient progress has been made to once again be considered for this promotion without the same deficiencies, an associate professor may again submit material for consideration. Submission of material makes a faculty member *eligible to be considered for promotion only*.

Note: Other factors may be taken into account, such as continuous and consistent contributions so the perception is not that the faculty member has improved performance only to achieve this promotion with a suspicion that his or her performance will decrease again after receiving the promotion. In other words, promotion is not automatically awarded upon accomplishing the standards above.

AREAS OF PERFORMANCE AND CRITERIA FOR POST-TENURE REVIEW (PTR)

Faculty members who have achieved tenure are subject to post-tenure review (PTR) every five years and they must submit their PTR portfolios according to the schedule in the Procedural Calendar for the appropriate year.

RATING SCALE

The following rating scale will be used in the evaluation of a faculty member's achievements, as presented in his or her material submitted for evaluation purposes, in relationship to post-tenure review.

Meets Standards This rating indicates a level of performance that demonstrates the record of satisfactory accomplishment in the profession in the category for which it is achieved. This rating is achieved by accomplishing all items in Table 3 below on a consistent and constant basis. This rating suggests a level of performance in that category to qualify that faculty member to have a successful post-tenure review.

Needs Improvement This rating suggests that a faculty member's performance and material submitted to demonstrate that performance do not indicate satisfactory accomplishment in the category for which it is achieved. If a faculty member earns this rating, an individualized performance improvement plan will be developed between the faculty member and the Department Chair. Successfully complying with this plan will result in a successful PTR; however, if the plan is not successfully followed and achieved, it is possible the faculty member will not be retained.

CRITERIA AND GUIDELINES

The primary purpose of PTR is to assist tenured faculty members to improve performance as may be necessary. PTR affords tenured faculty members and their supervisors with periodic opportunities to assess the faculty member's performance from a long-term perspective that is not provided by annual performance reviews. In the event that performance in any area is determined to need improvement from the long-term perspective, the PTR process offers the faculty member an opportunity to demonstrate an adequate level of performance in each performance area through an individualized performance improvement plan.

PTR is a comprehensive evaluation of the performance of tenured faculty, currently conducted on a five-year cycle. The examination must include consideration of faculty activities and performance in light of school/department/program goals, and priorities which are reflective of Trustee and institutional goals and priorities, as well as peer, student and supervisor evaluations, and must evaluate the critical areas of a faculty member's performance – teaching, scholarly activities, service and other activities, such as administrative duties. Progress will be evaluated using the criteria found in Table 3. When application of these criteria and guidelines results in a "Meets Standards" rating in each of the performance areas, the faculty member will be deemed satisfactory for PTR.

Teaching

Teaching is described in detail in the section above, beginning on page 4. To demonstrate adequate accomplishment in teaching, a faculty member's SRIs that are no lower than .5 below the department average during the period of time that is being evaluated. In addition, a faculty member should demonstrate desire for continuous improvement by engaging teaching-related professional development, etc. Activities that demonstrate a faculty member's level of teaching that is adequate for PTR are found in Table 3.

Scholarly Activities

To be considered adequate for PTR, faculty should publish two articles in peer-reviewed journals that are included in *Cabell's Directories of Publishing Opportunities*. In addition to these two journal articles, an additional three scholarly activities from the list included in the "Areas of Performance and Criteria for Tenure & Promotion from Assistant to Associate Professor" should be accomplished. By achieving this level of performance, a tenured faculty member will be maintaining his or her status of being academically qualified (AQ) as defined in the Current School of Business AQ/PQ Standards.

Service

Faculty members are engaged in service when they participate in the shared governance and good functioning of the institution. Service to the institution can be at the Department, School, or University level. Beyond the institution, professional business 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 communities, professional and disciplinary associations, non-profit organizations, or government agencies.

At a minimum and to be considered having an adequate level of performance for PTR, a faculty member should show continuous service activities in three of five service areas – department, school, university, profession, and community. They should also make substantive and documentable contributions in service activities that show a level of engagement above merely attending meetings. Also, they should serve in at least one leadership positions in these service activities, with one leadership position being at the department, school, or university level and the other being in either the profession or the community. Suggestions for activities to serve the profession and community are from the list included in the "Areas of Performance and Criteria for Tenure & Promotion from Assistant to Associate Professor."

SUMMARY OF EXPECTATIONS FOR POST-TENURE REVIEW

Economic faculty should continue to be **involved full-time in their profession** to be able to make adequate contributions to the institution and thus have a successful PTR. They should be making adequate accomplishments (meets standards) in all aspects of the profession. MSU Denver identifies three areas of a faculty member's profession in which adequate accomplishments are expected. By having economic faculty make these accomplishments in the profession, the Economics Department will be a significant contributor to the vision of MSU Denver to be preeminent. The activities presented in previous sections of this document are guidelines, but the actual requirements to be considered for successful PTR are presented in Table 3 below. If faculty members achieve the requirements in this table, carefully concentrating on what is required, they will be likely have a successful PTR. Faculty should take great care to

submit material that addresses the requirements in each of the three areas and how they have fulfilled those requirements.

If faculty members achieve the requirements in Table 3 below, carefully concentrating on what is required, they will be likely have a successful PTR. Faculty should take great care to submit material that addresses the requirements in each of the three areas and how they have fulfilled those requirements.

EXPECTATIONS FOR POST TENURE REVIEW

It is expected that there be integration between discipline/course topics, scholarly activities, and service. Candidates for Post Tenure Review are expected -- at a minimum -- to meet the following criteria:

Table 3: Expectations for Post-Tenure Review

(**Note:** All items in this table should be accomplished since achieving tenure or since the last post-tenure review.)

TEACHING	SCHOLARLY ACTIVITY	SERVICE
<ul style="list-style-type: none"> ▪ Effectively use multiple pedagogies. ▪ Include activities and/or assignments that provide a practical application of course material. ▪ Show effective classroom delivery, content, and design. ▪ Demonstrate maintenance of currency in the discipline. ▪ SRI scores that are no lower than .5 below the department average for the specific course taught. If below this threshold, must show continuous effort and outcomes toward the department mean. ▪ Actively participate in department and school assessment activities and implement changes as determined by department and/or school faculty. ▪ Use Relationship Management (BRM) to record sessions. 	<ul style="list-style-type: none"> ▪ Publish two peer-reviewed 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 & re-submit state, etc.) toward a 2nd peer reviewed journal article. ▪ Accomplish at least three other scholarly activities. ▪ Maintain Academically Qualified Status 	<ul style="list-style-type: none"> • Continuous service activities in at least three areas (department, school, University, professional, or community work related to discipline) that fit needs of the department and school. • Serve in at least one leadership position in the Service Activities above.

<ul style="list-style-type: none"> ▪ Participate in Department advising activities. Evidence of excellent advising. 		
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When submitting material to be considered for a faculty member's post-tenure review, he or she should carefully address the items in Table 3 above. It is **faculty members' sole responsibility** to show clear evidence that the contributions in each of the three areas have been adequate, according to the guidelines above. Submission of material makes a faculty member eligible to be *considered for a successful PTR only*.

AREAS OF PERFORMANCE AND CRITERIA FOR EVALUATION OF CATEGORY II FACULTY

Category II Faculty members play an important role in the Economics Department. In order to provide the level of performance that will continue to allow the Department to contribute to the vision and mission of MSU Denver and to help the School of Business make progress toward AACSB accreditation and maintenance of accreditation once attained, they need to maintain Professionally Qualified (PQ) status (see Current School of Business AQ/PQ Standards), provide a high level of performance in the classroom, and otherwise be valuable to the Department. Thus, in addition to being PQ, they should consistently achieve SRIs at the same level as described for those Tenure-Track Faculty members seeking tenure in the Economics Department and be willing to be involved with committee work, assessment activities, etc. In addition, the Department Chair or the chair's designee will observe all Category II Faculty once in the first year of their employment.

The Current School of Business AQ/PQ Standards reveals that any scholarly activities in which Category II Faculty members are involved will count toward their PQ status. However, since maintaining PQ status is required, scholarly activities alone cannot be a reason for awarding a course release.

In addition, Category II Faculty members are considered to be fully participating faculty in the Department and should attend mandatory Department and School of Business meetings. Further, just like Tenured and Tenure-Track Faculty, they should use multiple pedagogies in the classroom, should consider developing new classes (depending on Department needs), and should otherwise give students a quality experience in the classroom.

Typically at MSU Denver, Category II Faculty members are expected to teach five classes every semester. However, it is common practice in the School of Business to teach four classes because of the requirement to maintain PQ status. In addition, if teaching only four sections, these faculty members then have the same teaching load as Tenured and Tenure-Track faculty and thus are expected to perform the same level of service to the Department, School, University, profession and community.

If a Category II Faculty member is teaching five sections in any given semester, he or she will not be evaluated on anything other than their PQ status, their participation in mandatory meetings, and their teaching and classroom performance, as described in the above two paragraphs.

Category II Faculty members are generally hired on a year-to-year basis, depending on the Economics Department's needs. They are offered annual contracts at the Department Chair's discretion, depending on the needs of the Department. In some cases (e.g., a Tenured faculty is on sabbatical), a Category II faculty member may be hired for only one semester, or the Department Chair may choose to terminate a contract after only one semester if the faculty member is not performing well and/or the Department needs change.

After the first year of employment in the Department, any Category II Faculty who wishes to be reappointed will undergo comprehensive review by submitting a portfolio to the Department Chair. Portfolios should include the following.

1. Narrative – a one-page statement describing how the faculty member has met expectations for assigned duties/responsibilities.
2. Annotated curriculum vitae.
3. SRIs for all classes taught.
4. Peer observation(s).
5. Other documents as determined by the department.

Portfolios will be submitted using the tools or format determined by Academic and Student Affairs and in accordance with the University Calendar. A recommendation of “retain or not retain” will then be forthcoming from both the Department Chair and the Dean. In addition, retention from year to year will also be determined by department needs and maintenance of faculty PQ status.

Category II Faculty members may be eligible for contracts of up to three years in duration. Departments, in consultation with their Deans, determine which, if any, Category II faculty lines will be filled with faculty on multi-year contracts. “Retreat” lines being occupied by Category II Faculty members will not be eligible for multi-year contracts. There is no “track” toward a multi-year contract. There is no due process or right of appeal to faculty who do not receive multi-year contracts or renewal of multi-year contracts.

A faculty member must serve a minimum probationary period of three successive one-year contracts before being eligible for a multi-year contract. At the discretion of the Department Chair, Category II Faculty members may be given credit toward eligibility for a multi-year contract if they have previously taught as an Affiliate Faculty member. Upon invitation from the Department Chair, a Category II Faculty member who is eligible for a multi-year contract will submit a letter of interest describing how he or she plans to contribute to the Department, the School and/or the University, for the duration of the proposed contract. This letter will be submitted with the annual portfolio.

Once a Category II Faculty member is awarded a multi-year contract, he or she will submit a Portfolio for comprehensive review only after the final year of the contract and only if he or she wishes to be considered for reappointment.

RATING SCALE

The following rating scale will be used in the evaluation of a Category II Faculty member’s achievements, as highlighted in the submitted portfolios. In addition, the following tables enumerate the expectations of Category II Faculty members and delineate between those teaching 4 and 5 classes per semester.

<i>Meets Standards</i>	This rating indicates a level of performance that demonstrates a record of satisfactory accomplishment. This rating is achieved by maintaining PQ status and by achieving adequate classroom performance, Department and School participation, etc., as described above. This rating suggests a level of performance so that if the need for this faculty member continues, he or she will be considered for another year's contract.
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Needs Improvement This rating suggests that a faculty member's performance and material submitted to demonstrate that performance do not indicate satisfactory accomplishment. If a faculty member earns this rating, even if the need continues for a Category II Faculty member in that position, he or she may not be considered for another year's contract.

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

TEACHING	SCHOLARLY ACTIVITY	SERVICE
Show effective classroom delivery, content, and design, utilizing multiple pedagogies and effective activities and assignments.	Demonstrate maintenance of currency in the discipline by maintaining PQ status (see Current School of Business AQ/PQ Standards).	Attend Department and School of Business meetings.
Achieve a satisfactory evaluation when observed during first semester of teaching and show willingness to implement suggestions of peer observers.	Accomplish at least two other scholarly activities from the appropriate list in the Current School of Business AQ/PQ Standards. These scholarly activities should have primary content of Economics, Economics education, business communication, and/or business communication education.	Perform service activities in 2 of the 5 areas (department, school, university, professional, or community).
SRI scores that are no lower than .5 below the department average for the specific courses taught. If below this threshold, show continuous effort and outcomes toward the department mean		
Actively participate in department and school assessment activities.		

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

TEACHING	SCHOLARLY ACTIVITY	SERVICE
Show effective classroom delivery, content, and design, utilizing multiple pedagogies and effective activities and assignments.	Demonstrate maintenance of currency in the discipline by maintaining PQ status (see Current School of Business AQ/PQ Standards).	Attend Department School of Business meetings.
Achieve a satisfactory evaluation when observed during first semester of teaching and show willingness to implement suggestions of peer observers.		
SRI scores that are no lower than .5 below the department average for the specific courses taught. If below this threshold, show continuous effort and outcomes toward the department mean.		
Actively participate in department and school assessment activities.		

AREAS OF PERFORMANCE AND CRITERIA FOR EVALUATION OF AFFILIATE FACULTY

Affiliate Faculty play an important role in the Economics Department. In order to provide the level of performance that will continue to allow the Department to contribute to the vision and mission of MSU Denver and to help the School of Business make progress toward AACSB accreditation and maintenance of accreditation once attained, they need to maintain Professionally Qualified (PQ) status (see Current School of Business AQ/PQ Standards), provide a high level of performance in the classroom, and otherwise be valuable to the Department. Thus, in addition to being PQ, they should consistently achieve SRIs at the same level as described for those Tenure-Track Faculty members seeking tenure in the Economics Department and at a minimum, be willing to be involved with assessment activities. In addition, all Category II Faculty will be observed once in the first year of their employment by the Department Chair or the chair's designee.

In addition to maintaining PQ status and maintaining a high level of performance in the classroom, as measured by SRIs, Affiliate Faculty should prepare and distribute quality syllabi and other course materials that meet the standards that should be expected at a university level. They are also expected to participate in any assessment initiatives in the Department or School of Business. Consistent low SRIs and not maintaining PQ status will result in termination of the faculty member's affiliation with the Department of Economics.

Since Affiliate Faculty are hired on a semester-to-semester basis, rudimentary evaluation of their performance and Department needs will occur every semester, with more complete evaluations performed on an annual basis. When the needs of the Department call for the reduction in the number of Affiliate Faculty, the length of time an Affiliate Faculty member has been teaching for the Department will not be a factor. Instead, Department needs and performance will be considered in retention and non-retention decisions. These decisions will be made by the Chair and/or others he or she may enlist for help, such as an Assistant Chair.

RATING SCALE

The following rating scale will be used in the evaluation of an Affiliate Faculty member's achievements. In addition, the following tables enumerate the expectations of Affiliate Faculty members

<i>Meets Standards</i>	This rating indicates a level of performance that demonstrates a record of satisfactory accomplishment. This rating is achieved by maintaining PQ status and by achieving adequate classroom performance and Department participation, as described above. This rating suggests a level of performance so that if the need for this faculty member continues, he or she will be considered for retention for another semester.
<i>Needs Improvement</i>	This rating suggests that a faculty member's performance does not indicate satisfactory accomplishment, maintenance of PQ status, and/or Department participation. If a faculty member earns this rating, even if the need continues for an Affiliate Faculty member, he or she may not be considered for another semester.

EVALUATION & EXPECTATIONS OF AFFILIATE FACULTY

TEACHING	SCHOLARLY ACTIVITY	SERVICE
Show effective classroom delivery, content, and design, utilizing multiple pedagogies and effective activities and assignments.	Demonstrate maintenance of currency in the discipline by maintaining PQ status (see Current School of Business AQ/PQ Standards).	No service requirements are expected.
Achieve a satisfactory evaluation when observed during first semester of teaching and show willingness to implement suggestions of peer observers.		
SRI scores that are no lower than .5 below the department average for the specific courses taught. If below this threshold, show continuous effort and outcomes toward the department mean		
Actively participate in department and school assessment activities.		