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

The following guidelines apply to tenure-track faculty and incorporate changes to the Handbook for Professional Personnel, passed by the Board of Trustees in July of 2011.

Faculty must meet all Handbook for Professional Personnel obligations, contractual standards as outlined in the appendix of this document, have a record of conduct consistent with professional standards, and show sustained growth in all three evaluation areas to be considered for tenure and promotion to Associate Professor.

The School 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 six year 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.

DEPARTMENT MISSION STATEMENT:

The mission of the Department of Human Services at Metropolitan State University of Denver is to provide a high quality education that assists students to gain the knowledge and skills necessary to be effective professionals in the field of human services. At the core of the curriculum is an emphasis on experiential learning both in the classroom and through intensive field experience. The department is committed to supporting students to develop high ethical standards and cultural sensitivity while becoming agents for positive change in their communities.

I. Teaching:

The School 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. 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:

1. Content Expertise:

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

2. Instructional Design and Delivery:

- Articulates a teaching philosophy that informs his/her teaching practice;
- Demonstrates active engagement in the development of teaching skills through activities that may include but are not limited to participation in faculty learning communities, peer observation cohorts, workshops, conferences, and trainings;
- Involved in curriculum development and maintenance;
- Syllabi are current and include appropriate policies, contact information, and clear expectations and grading criteria.
- Demonstrates appropriate and effective use of class delivery to achieve course objectives;
- Demonstrates multiple teaching methods and styles to meet diverse student needs;
- Demonstrates application of technology appropriate to the learning context;
- Demonstrates ability to engage students in active learning.

3. Instructional Assessment:

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

4. Advising

- Meets Handbook requirements and departmental norms for posting of hours, keeping schedule, use of alternative means of advising, meeting with students at other times as needed, and other requirements for advising;
- Demonstrates the ability to effectively review a CAPP report to support student understanding of Department and University requirements for graduation;
- Demonstrates currency on Department and University policies that impact students;
- Demonstrates and documents outcomes in advising students in higher level activities e.g. independent studies, developing individualized degree programs, serving as the faculty mentor for a portfolio process, internships, study abroad, employment, membership in honor societies or professional organizations, student attendance at professional conferences, student applications for State and national certifications, graduate school, etc.;
- Uses BANNER for advising contacts.

In order to support high performance levels the tenure candidate must:

- Participate in a Department level peer observation process which includes being observed by senior faculty once a semester for the first two years in a tenure-track line. At least one of the observations must be by the chair. The peer observation process will include review of the class syllabus and other class materials to provide feedback on course design, assessment strategies, and currency of content. These observations are intended to be formative (in other words, to support growth and development rather than to be evaluative) and will not be included in the portfolio. However, information gathered through this process may inform the portfolio review letters.

In order to show evidence of high performance in teaching the candidate must:

- Reflect on and document evidence of meeting the guidelines through the narrative statement, CV, and additional materials selected for inclusion in the portfolio;
- Demonstrate teaching expertise through observation by the University Peer Observation Committee as required by the Handbook during the review period;
- Receive SRIs that over time reflect student ratings and comments that are in alignment with department norms. The Department review of SRIs will be holistic and take in to account factors that may impact student ratings such as whether the class is taught in an online format or in class; whether the class is lower or upper division; whether the class is an elective or requirement; whether the class is a new prep for a faculty member; and class size.

II. Scholarly Activities:

The School 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 the 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.

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:

1. The faculty member must complete peer reviewed or juried exhibitions or professionally adjudicated activities as listed below specific to discipline:

- A minimum of one publication of a paper in a peer reviewed journal. Scholarly works will be evaluated on its merits with no distinction made between single or multiple authorship.

OR

- Publication of a scholarly book, textbook, booklet, or book chapter by a nationally recognized publisher. Scholarly writing will be evaluated on its merits with no distinction made between single or multiple authorship.

OR

- Receipt of a sizable competitive grant from a recognized external entity that helps the faculty member produce 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.

AND

- A minimum of three peer-reviewed or invited presentations of the faculty member's original work in a department approved professional meeting/conference. If the faculty member has published or has in publication a scholarly book or textbook, 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.

AND

- Advanced study and ongoing professional development to stay current in the field or learn new information/skills. Professional development includes conferences, workshops, trainings, faculty learning communities, earning a

certification, maintaining a certificate that requires CEUs, and other activities that support currency in the discipline and in teaching.

In order to show evidence of quality performance in scholarly activities the candidate must:

- List and annotate professional development and scholarship in the C.V.;
- Describe and reflect on scholarly activities in the narrative statement;
- Include materials for review that document scholarly products or accomplishments.

*Note: A paper, chapter, or book that has been accepted for publication but not yet published fulfills this criteria.

III. Service:

Handbook Definition: 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.

The School 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 School 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. We define 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.

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.

Human Services faculty are expected to engage in community service on an ongoing basis throughout their career at Metro though the type and nature of the service may vary. Faculty are expected to participate in three levels of service: 1) Department; 2) School and/or University; 3) Community and/or Professional. The activities the

candidate participates in will, most likely, vary over time but the tenure portfolio should show a commitment to service at all three levels as well as demonstrate the quality of accomplishments in the service activities.

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

Demonstration of significant accomplishment and contribution in some combination of or intense focus in the following service activities:

At the Department level through participation in activities that may include but are not limited to:

- Staffing events such as the Majors Fair, Metro Open House, and related events;
- Attending or serving as a marshal at Graduation;
- Advising student clubs and/or honor societies;
- Serving on (or chairing) a department committee;
- Assisting with (or coordinating) Program Review, Accreditation, and Assessment;
- Assisting with (or coordinating) Department special projects or events;
- Mentoring new affiliate or tenure-track faculty;
- Leading or participating in other activities that support the Department's mission.

At the School or University level through participation in activities that may include but are not limited to:

- Serving on (or chairing) committees, task forces, advisory groups;
- Serving on faculty senate;
- Assisting with special projects;
- Advising student clubs and honor societies that are University-wide;
- Serving as a media contact;
- Other activities that supports the mission of the School and/or University.

In the community or professional organization through activities that may include but are not limited to:

- Serving on (or chairing) a committee or board for a non-profit agency;
- Serving on (or chairing) a committee or board of a professional organization;
- Providing unpaid consulting or advising for a non-profit, professional organization, or governmental agency;
- Serving on (or chairing) a State committee, task force or board;
- Developing a partnership between an agency (non-profit or governmental) and the Department;
- Participating in or leading other activities in the community at a local, State, or national level that support the mission of Human Services.

In order to show evidence of quality performance in service the candidate must:

- List and annotate service activities in the C.V.;
 - Reflect on accomplishments in the narrative statement;
 - Include materials for review that document type and quality of service.
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Faculty Evaluation Guidelines for Promotion to Full Professor

The following guidelines apply to tenured faculty and incorporate changes to the Handbook for Professional Personnel, passed by the Board of Trustees in July of 2011.

Faculty must meet all Handbook for Professional Personnel obligations, contractual standards as outlined in the appendix of this document, have a record of conduct consistent with professional standards, and show sustained growth in all three evaluation areas to be considered for promotion to Full Professor.

The School 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. 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 since the faculty member's last major review.

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

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

I. Teaching:

The School 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 Full 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. 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:

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.
- SRI's are conducted and are in line with the department norm.
- At least one summative peer review must be included in the promotion portfolio. Additional formative 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

- Meets Handbook requirements and departmental norms for posting of hours, keeping schedule, use of alternative means of advising, meeting with students at other times as needed, and other requirements for advising
- Uses BANNER for advising contacts.

II. Scholarly Activities:

The School 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 the 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.

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:

The faculty member must complete peer reviewed or juried exhibitions or professionally adjudicated activities as listed below specific to discipline:

- A minimum of five peer reviewed works, one of which must be a 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, in some combination of the following:
 - Publication of paper(s) 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. Scholarly works will be evaluated on its merits with no distinction made between single or

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

OR

- Publication of a scholarly book, textbook, booklet, or book chapter by a nationally recognized publisher. Scholarly writing will be evaluated on its merits with no distinction made between single or multiple authorship.

OR

- Receipt of sizable competitive grant(s) from a recognized external entity that helps the faculty member produce 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.

OR

- Peer-reviewed or invited presentation(s) of the faculty member's original work in a department approved professional meeting/conference. If the faculty member has published or has in publication a scholarly book or textbook, 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.

AND

- Advanced study/conference attendance/ work towards completion of an advanced degree to stay current in the field or learn new information/skills.

AND

- Other departmentally defined activities.

III. Service:

The School 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 School 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. We define 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.

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.

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

Demonstration of significant accomplishment and contribution in some combination of or intense focus in the following service activities:

- Within the institution at the University, school, 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, School, Department, Profession or provide related expertise to the community.

Faculty Evaluation Guidelines for Post-Tenure Review

The following guidelines apply to tenured faculty and incorporate changes to the Handbook for Professional Personnel, passed by the Board of Trustees in July of 2011.

Faculty must meet all Handbook for Professional Personnel obligations, contractual standards as outlined in the appendix of this document, have a record of conduct consistent with professional standards, and show sustained growth in all three evaluation areas for a successful Post-Tenure Review.

The School 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.

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

I. Teaching:

The School 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. 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:

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.
- SRI's are conducted and are in line with the department norm.

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

- Meets Handbook requirements and departmental norms for posting of hours, keeping schedule, use of alternative means of advising, meeting with students at other times as needed, and other requirements for advising
- Uses BANNER for advising contacts.

II. Scholarly Activities:

The School 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 the 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.

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:

The faculty member must complete peer reviewed or juried exhibitions or professionally adjudicated activities as listed below specific to discipline:

- A minimum of two peer reviewed works in the post-tenure review period in some combination of:
 - Publications 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;

OR

- Publication of a scholarly book, textbook, booklet, or book chapter by a nationally recognized publisher. Scholarly writing will be evaluated on its merits with no distinction made between single or multiple authorship.

OR

- Receipt of a sizable competitive grant from a recognized external entity that helps the faculty member produce a product (e.g., paper, media production, etc.);

OR

- Peer-reviewed or invited presentations of the faculty member's original work in a department approved professional meeting/conference. If the faculty member has published or has in publication a scholarly book or textbook, no other peer reviewed or invited activities are required. Scholarly works will be evaluated on its merits with no distinction made between single or multiple authorship. Scholarly works accepted for publication, exhibition, or performance at the time of portfolio submission meet this standard.

AND

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

AND

- Other departmentally defined activities as applicable.

III. Service:

The School 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 School 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. We define 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.

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.

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

Demonstration of sustained performance in some combination of or intense focus in the following service activities:

- Within the institution at the University, school, 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, School, Department, Profession or provide related expertise to the community.

Appendix

Contractual obligations:

The faculty member must meet the contractual responsibilities defined these guidelines and adhere to all policies and procedures set forth in 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 calendar).
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. Faculty granted reassigned time will keep office hours as determined by the chair.
7. The normal teaching load for faculty is 24 semester credit hours per academic year. This load is usually distributed 12 credit hours per semester. In order to accommodate high enrollments during a term or to meet other emergency situations, the University may assign excess loads. Reduction in teaching load in subsequent semesters or terms is authorized in these cases. Overload compensation may be authorized but is not guaranteed, required, or usual when teaching assignments exceed the usual distribution and load adjustments are not

possible.

8. 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. Full-time faculty are expected to devote at least 40 hours per week during the contract year to meeting their teaching and other obligations.
9. 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.
10. 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.