

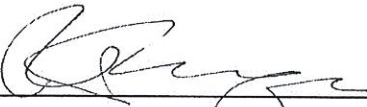
The Attached Departmental Guidelines for the
Department of

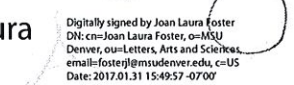
Department of Political Science
at

The Metropolitan State College of Denver
are submitted for Approval for the Period


January 1, 2017 through December 31, 2017

Approvals:

Department Chair  Date 11.29.2016

Joan Laura Foster
Dean  Date _____

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Date: 2017.01.31 15:49:57 -0700

VPAA  Date 5-24-17

Department of Political Science DEPARTMENTAL GUIDELINES 2014 TENURE

EVALUATION GUIDELINES

Metropolitan State University-Denver was founded in 1965 with a vision to provide an urban education with affordable tuition, professors who are experts in their fields, and a curriculum attuned to the real world. The faculty and staff strive to meet the needs of students from a rich and diverse mixture of age groups, socioeconomic classes, ethnic backgrounds, and life experiences. While upholding high academic standards, the faculty seeks to accommodate the myriad needs of nontraditional students, offering classes on weekdays, evenings, and weekends at three locations in the metropolitan area. It has also developed on-line offerings. The university also provides a network of support services.

In establishing the standards for the university evaluation criteria, the Political Science Department recognizes that the rating for every faculty member should reflect the overall contribution made under each one of the criteria listed and that each evaluation should reflect the full and proper consideration of all material relevant to the criterion in question.

TEACHING

Teaching is the act of creating and maintaining an environment that 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.

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.

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 appropriate schedule to facilitate graduation), and answers to questions relating to a discipline.

GUIDELINES TO ACHIEVE TENURE: THE TENURE CANDIDATE MUST DEMONSTRATE THAT EACH COURSE IS KEPT CURRENT THROUGH REVIEW OF INSTRUCTIONAL RESOURCES AND THE REGULAR ADDITION OF NEW MATERIALS, AS APPROPRIATE.

NARRATIVE DESCRIBES HOW COURSES ARE DESIGNED AND DELIVERED USING MULTIPLE APPROACHES TO FACILITATE STUDENT LEARNING INCLUDING LECTURING AND, BUT NOT LIMITED TO, AT LEAST ONE OF THE FOLLOWING:

1. ENGAGED LEARNING PRACTICES, INCLUDING BUT NOT LIMITED TO GROUP PROJECTS, CLASS PRESENTATIONS, SIMULATIONS, DEBATES, PEER-TO-PEER INSTRUCTION
2. GUEST SPEAKERS WITH SPECIALIZED EXPERTISE
3. INTEGRATION OF NEW TECHNOLOGIES AND /OR SOCIAL MEDIA

EXPECTATIONS FOR STUDENT LEARNING AND PERFORMANCE ARE CLEARLY COMMUNICATED IN SYLLABI AND THE TENURE CANDIDATE USES STUDENT LEARNING OBJECTIVES/OUTCOMES TO FACILITATE STUDENT LEARNING AND ASSESSMENT.

FACULTY MEMBER USES PROFESSIONAL EXPERTISE ALONG WITH COURSE AND/OR PROGRAM ASSESSMENT RESULTS TO IMPROVE COURSES.

FOR ANY GENERAL STUDIES COURSES TAUGHT, THE TENURE CANDIDATE DESIGNED THEIR COURSE IN ACCORDANCE WITH THE OFFICIAL COURSE SYLLABUS MEETING, DEPARTMENTAL AND UNIVERSITY EXPECTATIONS INCLUDING THE WRITING AND STUDENT LEARNING OUTCOME EXPECTATIONS. ASSESSMENT OF GENERAL STUDIES COURSES COMPLY WITH DEPARTMENTAL AND UNIVERSITY REQUIREMENTS.

TENURE CANDIDATE'S SRI'S IN THE MAJORITY OF THE COURSES ARE WITHIN 0.5 TO 0.7 RANGE OF THE PREFIX MEAN OR THEY HAVE SHOWN A TREND OF IMPROVEMENT TOWARD THE PREFIX AVERAGE FOR SAME LEVEL COURSES AND THE NARRATIVE ADDRESSES WORK TOWARD IMPROVING STUDENT RATINGS OF INSTRUCTION

THROUGH SHIFTING INSTRUCTIONAL CONTENT AND/OR DESIGN AND/OR DELIVERY AND INCORPORATING FEEDBACK FROM STUDENT COMMENTARY.

TENURE CANDIDATE OBTAINS SUMMATIVE PEER OBSERVATION AND INCORPORATES FEEDBACK INTO COURSE DESIGN.

FACULTY MEMBER THOROUGHLY AND ACCURATELY ADVISES STUDENTS, USING PROFESSIONAL KNOWLEDGE AND CONTACTS WHEN POSSIBLE, AND REGULARLY HOLDS 5 WEEKLY OFFICE HOURS.

THE FACULTY MEMBER HAS SRI'S USING THE APPROVED FORM FOR ALL ACADEMIC YEAR CLASSES WITH 5 OR MORE STUDENTS OR WHEN FEWER THAN 5 STUDENTS, THEY ARE EVALUATED ACCORDING TO DEPARTMENTAL GUIDELINES. A SINGLE SUMMATIVE PEER OBSERVATION IS ALSO REQUIRED FOR EVALUATION FOR TENURE.

EVALUATION STANDARDS FOR TEACHING

<u>Needs Improvement:</u> This rating simply means the faculty member has not accomplished all of the necessary activities to attain the "Meets Standards" rating.	<p>Minimum requirements and/or Standards for Content Expertise have not been met.</p> <p>NO DEMONSTRATION THAT COURSES ARE REGULARLY UPDATED WITH NEW INFORMATION, AS CONSISTENT WITH THE DISCIPLINE. LITTLE ATTENTION IS GIVEN TO INSTRUCTIONAL DESIGN AND DELIVERY TO FACILITATE STUDENT LEARNING NOR USE OF ASSESSMENT TO IMPROVE THE COURSE.</p> <p>IF TEACHING GENERAL STUDIES COURSES, FACULTY MEMBER HAS NOT DESIGNED THE COURSE CONSISTENT WITH THE DEPARTMENT'S AND UNIVERSITY'S EXPECTATIONS OR HAS NOT DONE THE ASSESSMENT REQUIRED BY THE GENERAL STUDIES PROGRAM.</p> <p>CLASSES ARE NOT EVALUATED USING SRI'S OR THE PATTERN OF SRI'S REMAINS SUBSTANTIALLY BELOW THE UNIVERSITY PREFIX AVERAGE.</p> <p>FACULTY LACKS SUMMATIVE PEER OBSERVATION OR THE OBSERVATION DOES NOT DEMONSTRATE SOUND PEDAGOGY TO SUPPORT STUDENT LEARNING.</p> <p>FACULTY MEMBER DOES NOT REGULARLY MAINTAIN 5 WEEKLY OFFICE HOURS AND MAKES MULTIPLE MISTAKES WHEN ADVISING STUDENTS.</p>
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Meets Standards:
This performance level demonstrates the minimum required accomplishments for a faculty member.

MEETS STANDARDS: EACH COURSE IS KEPT CURRENT THROUGH REVIEW OF INSTRUCTIONAL RESOURCES AND THE REGULAR ADDITION OF NEW MATERIALS, AS APPROPRIATE. NARRATIVE DESCRIBES HOW COURSES ARE DESIGNED AND DELIVERED USING MULTIPLE APPROACHES TO FACILITATE STUDENT LEARNING INCLUDING LECTURING AND, BUT NOT LIMITED TO, AT LEAST ONE OF THE FOLLOWING:

4. ENGAGED LEARNING PRACTICES, INCLUDING BUT NOT LIMITED TO GROUP PROJECTS, CLASS PRESENTATIONS, SIMULATIONS, DEBATES, PEER-TO-PEER INSTRUCTION
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FOR ANY GENERAL STUDIES COURSES TAUGHT, THE TENURE CANDIDATE DESIGNED THEIR COURSE IN ACCORDANCE WITH THE OFFICIAL COURSE SYLLABUS MEETING, DEPARTMENTAL AND UNIVERSITY EXPECTATIONS INCLUDING THE WRITING AND STUDENT LEARNING OUTCOME EXPECTATIONS. ASSESSMENT OF GENERAL STUDIES COURSES COMPLY WITH DEPARTMENTAL AND UNIVERSITY REQUIREMENTS.

TENURE CANDIDATE'S SRI'S IN THE MAJORITY OF THE COURSES ARE WITHIN 0.5 TO 0.7 RANGE OF THE PREFIX MEAN OR THEY HAVE SHOWN A TREND OF IMPROVEMENT TOWARD THE PREFIX AVERAGE FOR SAME LEVEL COURSES AND THE NARRATIVE ADDRESSES WORK TOWARD IMPROVING STUDENT RATINGS OF INSTRUCTION THROUGH SHIFTING INSTRUCTIONAL CONTENT AND/OR DESIGN AND/OR DELIVERY AND INCORPORATING FEEDBACK FROM STUDENT COMMENTARY.

THE TENURE CANDIDATE OBTAINS SUMMATIVE PEER OBSERVATION AND INCORPORATES FEEDBACK INTO COURSE DESIGN.

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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.

GUIDELINES TO ACHIEVE TENURE: THE TENURE CANDIDATE MUST DEMONSTRATE THAT DURING THEIR PROBATIONARY PERIOD THE TENURE CANDIDATE HAS HAD A DISCIPLINARY OR PEDAGOGICAL OR CREATIVE WORK ACCEPTED IN A PEER-REVIEWED OR PROFESSIONAL OR SCHOLARLY PUBLICATION OR THE DISCIPLINARY EQUIVALENT. ADDITIONALLY, THEY HAVE HAD MULTIPLE PRESENTATIONS OF THEIR SCHOLARLY OR CREATIVE WORKS ACCEPTED AFTER REVIEW FOR PRESENTATION AT PROFESSIONAL MEETINGS.

Evaluation Standards for Scholarly Activities

Needs Improvement: This rating simply means the faculty member has not accomplished all of the necessary activities to attain the "Meets Standards" rating.	Minimum requirements and/or Standards have not been met. NEEDS IMPROVEMENT: DURING THE PROBATIONARY PERIOD, THE FACULTY MEMBER DOES NOT PRODUCE WORK THAT IS ACCEPTED THROUGH PEER REVIEWED OR ACCEPTED AFTER REVIEW AT PROFESSIONAL MEETINGS AT A REGIONAL, NATIONAL OR INTERNATIONAL LEVEL
Meets Standards: This performance level demonstrates the minimum required accomplishments for a faculty member.	MEETS STANDARDS: DURING THEIR PROBATIONARY PERIOD THE TENURE CANDIDATE HAS HAD A DISCIPLINARY OR PEDAGOGICAL OR CREATIVE WORK ACCEPTED IN A PEER-REVIEWED OR PROFESSIONAL OR SCHOLARLY PUBLICATION OR THE DISCIPLINARY EQUIVALENT. ADDITIONALLY, THEY HAVE HAD MULTIPLE PRESENTATIONS OF THEIR SCHOLARLY OR CREATIVE WORKS ACCEPTED AFTER REVIEW FOR PRESENTATION AT PROFESSIONAL MEETINGS.

SERVICE

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

GUIDELINES TO ACHIEVE TENURE: THE TENURE CANDIDATE MUST DEMONSTRATE CONTRIBUTIONS TO SHARED GOVERNANCE IN THE DEPARTMENT, SCHOOL OR UNIVERSITY OR WITHIN THEIR DISCIPLINARY ORGANIZATION OR CONTRIBUTIONS USING THEIR DISCIPLINARY EXPERTISE TO THE COMMUNITY OUTSIDE OF THE UNIVERSITY.

REGULARLY SUPPORTS DEPARTMENTAL ADMINISTRATIVE AND OUTREACH NEEDS. THESE CONTRIBUTIONS MUST BE OF VALUE TO THE DEPARTMENT. THESE CONTRIBUTIONS OFTEN, BUT NOT EXCLUSIVELY, TAKE THE FORM OF COMMITTEE PARTICIPATION AND PROGRAM OR DEPARTMENT CONTRIBUTIONS.

Evaluation Standards for Service

<p><u>Needs Improvement:</u> This rating simply means the faculty member has not accomplished all of the necessary activities to attain the "Meets Standards" rating.</p>	<p>Minimum requirements and/or Standards for Service have not been met. HAS NOT MADE ONGOING CONTRIBUTIONS.</p>
<p><u>Meets Standards:</u> This performance level demonstrates the minimum required accomplishments for a faculty member.</p>	<p>MEETS STANDARDS: THE TENURE CANDIDATE MUST DEMONSTRATE DEEP AND MEANINGFUL CONTRIBUTIONS TO SHARED GOVERNANCE IN THE DEPARTMENT, SCHOOL OR UNIVERSITY OR WITHIN THEIR DISCIPLINARY ORGANIZATION OR CONTRIBUTIONS USING THEIR DISCIPLINARY EXPERTISE TO THE COMMUNITY OUTSIDE OF THE UNIVERSITY. REGULARLY SUPPORTS DEPARTMENTAL ADMINISTRATIVE AND OUTREACH NEEDS. THESE CONTRIBUTIONS MUST BE OF VALUE TO THE DEPARTMENT. THESE CONTRIBUTIONS OFTEN, BUT NOT EXCLUSIVELY, TAKE THE FORM OF COMMITTEE PARTICIPATION AND PROGRAM OR DEPARTMENT CONTRIBUTIONS.</p>

Department of Political Science DEPARTMENTAL GUIDELINES 2014 PROMOTION

EVALUATION GUIDELINES

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TEACHING

Teaching is the act of creating and maintaining an environment that 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.

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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:
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- (2) Instructional Design: To re-order and re-organize this knowledge / experience for student learning:
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- (3) Instructional Delivery: To communicate and "translate" this knowledge / experience into a format accessible to students:
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(4) Instructional Assessment: To evaluate the mastery and other accomplishments of students:

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GUIDELINES TO ACHIEVE PROMOTION: THE PROMOTION CANDIDATE MUST DEMONSTRATE THAT EACH COURSE IS KEPT CURRENT THROUGH REVIEW OF INSTRUCTIONAL RESOURCES AND THE REGULAR ADDITION OF NEW MATERIALS, AS APPROPRIATE.

NARRATIVE DESCRIBES HOW COURSES ARE DESIGNED AND DELIVERED USING MULTIPLE APPROACHES TO FACILITATE STUDENT LEARNING INCLUDING LECTURING AND, BUT NOT LIMITED TO, AT LEAST ONE OF THE FOLLOWING:

1. ENGAGED LEARNING PRACTICES, INCLUDING BUT NOT LIMITED TO GROUP PROJECTS, CLASS PRESENTATIONS, SIMULATIONS, DEBATES, PEER-TO-PEER INSTRUCTION
2. GUEST SPEAKERS WITH SPECIALIZED EXPERTISE
3. INTEGRATION OF NEW TECHNOLOGIES AND /OR SOCIAL MEDIA

EXPECTATIONS FOR STUDENT LEARNING AND PERFORMANCE ARE CLEARLY COMMUNICATED IN SYLLABI AND THE PROMOTION CANDIDATE USES STUDENT LEARNING OBJECTIVES/OUTCOMES TO FACILITATE STUDENT LEARNING AND ASSESSMENT.

THE PROMOTION CANDIDATE USES PROFESSIONAL EXPERTISE ALONG WITH COURSE AND/OR PROGRAM ASSESSMENT RESULTS TO IMPROVE COURSES.

THE PROMOTION CANDIDATE CONTINUES TO DESIGN GENERAL STUDIES COURSES IN ACCORDANCE WITH THE OFFICIAL COURSE SYLLABUS, ABIDING BY THE DEPARTMENTAL AND UNIVERSITY EXPECTATIONS INCLUDING THE WRITING AND STUDENT LEARNING OUTCOME EXPECTATIONS, AND DEPARTMENTAL AND UNIVERSITY ASSESSMENT REQUIREMENTS.

THE PROMOTION CANDIDATE'S SRI'S IN THE MAJORITY OF THE COURSES ARE WITHIN THE RANGE OF 0.5 TO 0.7 OF THE PREFIX MEAN OR THEY HAVE SHOWN A TREND OF IMPROVEMENT TOWARD THE PREFIX AVERAGE FOR SAME LEVEL COURSES AND THE NARRATIVE ADDRESSES WORK TOWARD IMPROVING STUDENT RATINGS OF INSTRUCTION THROUGH SHIFTING INSTRUCTIONAL CONTENT AND/OR DESIGN AND/OR DELIVERY AND INCORPORATING FEEDBACK FROM STUDENT COMMENTARY.

THE PROMOTION CANDIDATE OBTAINS SUMMATIVE PEER OBSERVATION AND INCORPORATES FEEDBACK INTO COURSE DESIGN.

THE PROMOTION CANDIDATE THOROUGHLY AND ACCURATELY ADVISES STUDENTS, USING PROFESSIONAL KNOWLEDGE AND CONTACTS WHEN POSSIBLE, AND REGULARLY HOLDS 5 WEEKLY OFFICE HOURS.

THE PROMOTION CANDIDATE HAS SRI'S USING THE APPROVED FORM FOR ALL ACADEMIC YEAR CLASSES WITH 5 OR MORE STUDENTS OR WHEN FEWER THAN 5 STUDENTS, THEY ARE EVALUATED ACCORDING TO DEPARTMENTAL GUIDELINES. A SINGLE SUMMATIVE PEER OBSERVATION IS ALSO REQUIRED FOR EVALUATION FOR PROMOTION CANDIDATE.

EVALUATION STANDARDS FOR TEACHING

<p><u>Needs Improvement:</u> This rating simply means THE PROMOTION CANDIDATE has not accomplished all of the necessary activities to attain the "Meets Standards" rating.</p>	<p>Minimum requirements and/or Standards for Content Expertise have not been met.</p> <p>NO DEMONSTRATION THAT COURSES ARE REGULARLY UPDATED WITH NEW INFORMATION, AS CONSISTENT WITH THE DISCIPLINE. LITTLE ATTENTION IS GIVEN TO INSTRUCTIONAL DESIGN AND DELIVERY TO FACILITATE STUDENT LEARNING NOR USE OF ASSESSMENT TO IMPROVE THE COURSE.</p> <p>IF TEACHING GENERAL STUDIES COURSES, FACULTY MEMBER HAS NOT DESIGNED THE COURSE CONSISTENT WITH THE DEPARTMENT'S AND UNIVERSITY'S EXPECTATIONS OR HAS NOT DONE THE ASSESSMENT REQUIRED BY THE GENERAL STUDIES PROGRAM.</p> <p>CLASSES ARE NOT EVALUATED USING SRI'S OR THE PATTERN OF SRI'S REMAINS SUBSTANTIALLY BELOW THE UNIVERSITY PREFIX AVERAGE.</p> <p>FACULTY LACKS SUMMATIVE PEER OBSERVATION OR THE OBSERVATION DOES NOT DEMONSTRATE SOUND PEDAGOGY TO SUPPORT STUDENT LEARNING.</p> <p>FACULTY MEMBER DOES NOT MAINTAIN 5 REGULAR WEEKLY OFFICE HOURS AND MAKES MULTIPLE MISTAKES WHEN ADVISING STUDENTS.</p>
<p><u>Meets Standards:</u> This performance level demonstrates</p>	<p>MEETS STANDARDS: EACH COURSE IS KEPT CURRENT THROUGH REVIEW OF INSTRUCTIONAL RESOURCES AND THE REGULAR ADDITION OF NEW MATERIALS, AS APPROPRIATE.</p>

**the minimum
required
accomplishments
for a faculty
member.**

NARRATIVE DESCRIBES HOW COURSES ARE DESIGNED AND DELIVERED USING MULTIPLE APPROACHES TO FACILITATE STUDENT LEARNING INCLUDING LECTURING AND, BUT NOT LIMITED TO, AT LEAST ONE OF THE FOLLOWING:

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FACULTY MEMBER USES PROFESSIONAL EXPERTISE ALONG WITH COURSE AND/OR PROGRAM ASSESSMENT RESULTS TO IMPROVE COURSES.

FOR ANY GENERAL STUDIES COURSES TAUGHT, THE PROMOTION CANDIDATE DESIGNED THEIR COURSE IN ACCORDANCE WITH THE OFFICIAL COURSE SYLLABUS MEETING, DEPARTMENTAL AND UNIVERSITY EXPECTATIONS INCLUDING THE WRITING AND STUDENT LEARNING OUTCOME EXPECTATIONS. ASSESSMENT OF GENERAL STUDIES COURSES COMPLY WITH DEPARTMENTAL AND UNIVERSITY REQUIREMENTS.

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THE PROMOTION CANDIDATE OBTAINS SUMMATIVE PEER OBSERVATION AND INCORPORATES FEEDBACK INTO COURSE DESIGN.

THE PROMOTION CANDIDATE THOROUGHLY AND ACCURATELY ADVISES STUDENTS, USING PROFESSIONAL

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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.

GUIDELINES TO ACHIEVE PROMOTION: THE PROMOTION CANDIDATE HAS HAD A DISCIPLINARY OR PEDAGOGICAL OR CREATIVE WORK ACCEPTED IN A PEER-REVIEWED OR PROFESSIONAL OR SCHOLARLY PUBLICATION OR THE DISCIPLINARY EQUIVALENT. ADDITIONALLY, THEY HAVE HAD MULTIPLE PRESENTATIONS OF THEIR SCHOLARLY OR CREATIVE WORKS ACCEPTED AFTER REVIEW FOR PRESENTATION AT PROFESSIONAL MEETINGS.

Evaluation Standards for Scholarly Activities

Needs Improvement: This rating simply means THE PROMOTION CANDIDATE has not accomplished all of the necessary activities to attain the "Meets Standards" rating.	Minimum requirements and/or Standards have not been met. NEEDS IMPROVEMENT: THE PROMOTION CANDIDATE DOES NOT PRODUCE WORK THAT IS ACCEPTED THROUGH PEER REVIEWED OR ACCEPTED AFTER REVIEW AT PROFESSIONAL MEETINGS AT A REGIONAL, NATIONAL OR INTERNATIONAL LEVEL
Meets Standards: This performance level demonstrates the minimum required accomplishments for a faculty member.	MEETS STANDARDS: THE PROMOTION CANDIDATE HAS HAD A DISCIPLINARY OR PEDAGOGICAL OR CREATIVE WORK ACCEPTED IN A PEER-REVIEWED OR PROFESSIONAL OR SCHOLARLY PUBLICATION OR THE DISCIPLINARY EQUIVALENT. ADDITIONALLY, THEY HAVE HAD MULTIPLE PRESENTATIONS OF THEIR SCHOLARLY OR CREATIVE WORKS ACCEPTED AFTER REVIEW FOR PRESENTATION AT PROFESSIONAL MEETINGS

SERVICE

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

GUIDELINES TO ACHIEVE PROMOTION: THE PROMOTION CANDIDATE MUST DEMONSTRATE CONTRIBUTIONS TO SHARED GOVERNANCE IN THE DEPARTMENT,

SCHOOL OR UNIVERSITY OR WITHIN THEIR DISCIPLINARY ORGANIZATION OR CONTRIBUTIONS USING THEIR DISCIPLINARY EXPERTISE TO THE COMMUNITY OUTSIDE OF THE UNIVERSITY. THE FACULTY MEMBER REGULARLY SUPPORTS DEPARTMENTAL ADMINISTRATIVE AND OUTREACH NEEDS. THESE CONTRIBUTIONS MUST BE OF VALUE TO THE DEPARTMENT. THESE CONTRIBUTIONS OFTEN, BUT NOT EXCLUSIVELY, TAKE THE FORM of COMMITTEE PARTICIPATION AND PROGRAM OR DEPARTMENT CONTRIBUTIONS.

Evaluation Standards for Service

<p>Needs Improvement: This rating simply means THE PROMOTION CANDIDATE has not accomplished all of the necessary activities to attain the "Meets Standards" rating.</p>	<p>Minimum requirements and/or Standards for Service have not been met. HAS NOT MADE ONGOING CONTRIBUTIONS.</p>
<p>Meets Standards: This performance level demonstrates the minimum required accomplishments for THE PROMOTION CANDIDATE</p>	<p>MEETS STANDARDS: THE PROMOTION CANDIDATE MUST DEMONSTRATE DEEP AND MEANINGFUL CONTRIBUTIONS TO SHARED GOVERNANCE IN THE DEPARTMENT, SCHOOL OR UNIVERSITY OR WITHIN THEIR DISCIPLINARY ORGANIZATION OR CONTRIBUTIONS USING THEIR DISCIPLINARY EXPERTISE TO THE COMMUNITY OUTSIDE OF THE UNIVERSITY. THE FACULTY MEMBER REGULARLY SUPPORTS DEPARTMENTAL ADMINISTRATIVE AND OUTREACH NEEDS. THESE CONTRIBUTIONS MUST BE OF VALUE TO THE DEPARTMENT. THESE CONTRIBUTIONS OFTEN, BUT NOT EXCLUSIVELY, TAKE THE FORM of COMMITTEE PARTICIPATION AND PROGRAM OR DEPARTMENT CONTRIBUTIONS.</p>

Department of Political Science

DEPARTMENTAL GUIDELINES 2014

POST TENURE

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TEACHING

Teaching is the act of creating and maintaining an environment that 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.

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 have received advanced experience, training, or education.

At the instructional level, the most important responsibilities of a teacher to his/her students are the following:

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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 POST-TENURE CANDIDATE 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:

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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 appropriate schedule to facilitate graduation), and answers to questions relating to a discipline.

GUIDELINES TO ACHIEVE POST-TENURE: THE POST-TENURE CANDIDATE MUST DEMONSTRATE THAT EACH COURSE IS KEPT CURRENT THROUGH REVIEW OF INSTRUCTIONAL RESOURCES AND THE REGULAR ADDITION OF NEW MATERIALS, AS APPROPRIATE.

NARRATIVE DESCRIBES HOW COURSES ARE DESIGNED AND DELIVERED USING MULTIPLE APPROACHES TO FACILITATE STUDENT LEARNING INCLUDING LECTURING AND, BUT NOT LIMITED TO, AT LEAST ONE OF THE FOLLOWING:

1. ENGAGED LEARNING PRACTICES, INCLUDING BUT NOT LIMITED TO GROUP PROJECTS, CLASS PRESENTATIONS, SIMULATIONS, DEBATES, PEER-TO-PEER INSTRUCTION
2. GUEST SPEAKERS WITH SPECIALIZED EXPERTISE
3. INTEGRATION OF NEW TECHNOLOGIES AND /OR SOCIAL MEDIA

EXPECTATIONS FOR STUDENT LEARNING AND PERFORMANCE ARE CLEARLY COMMUNICATED IN SYLLABI AND THE POST-TENURE CANDIDATE USES STUDENT LEARNING OBJECTIVES/OUTCOMES TO FACILITATE STUDENT LEARNING AND ASSESSMENT.

THE POST-TENURE CANDIDATE USES PROFESSIONAL EXPERTISE ALONG WITH COURSE AND/OR PROGRAM ASSESSMENT RESULTS TO IMPROVE COURSES.

THE POST-TENURE CANDIDATE DESIGNED COURSES IN ACCORDANCE WITH THE OFFICIAL COURSE SYLLABUS, MEETING, DEPARTMENTAL AND UNIVERSITY EXPECTATIONS INCLUDING THE WRITING AND STUDENT LEARNING OUTCOME EXPECTATIONS. THE ASSESSMENT OF GENERAL STUDIES COURSES COMPLY WITH DEPARTMENTAL AND UNIVERSITY REQUIREMENTS.

POST-TENURE CANDIDATE'S SRI'S IN THE MAJORITY OF THE COURSES ARE WITHIN THE RANGE OF 0.5 TO 0.7 OF THE PREFIX MEAN OR ABOVE THE UNIVERSITY MEAN FOR SAME LEVEL COURSE OR THEY HAVE SHOWN A TREND OF IMPROVEMENT TOWARD THE PREFIX AVERAGE FOR SAME LEVEL COURSES AND THE NARRATIVE ADDRESSES WORK TOWARD IMPROVING STUDENT RATINGS OF INSTRUCTION THROUGH SHIFTING INSTRUCTIONAL CONTENT AND/OR DESIGN AND/OR DELIVERY AND INCORPORATING FEEDBACK FROM STUDENT COMMENTARY.

POST-TENURE CANDIDATE OBTAINS SUMMATIVE PEER OBSERVATION AND INCORPORATES FEEDBACK INTO COURSE DESIGN.

POST-TENURE CANDIDATE THOROUGHLY AND ACCURATELY ADVISES STUDENTS, USING PROFESSIONAL KNOWLEDGE AND CONTACTS WHEN POSSIBLE, AND REGULARLY HOLDS 5 WEEKLY OFFICE HOURS.

THE POST-TENURE CANDIDATE HAS SRI'S USING THE APPROVED FORM FOR ALL ACADEMIC YEAR CLASSES WITH 5 OR MORE STUDENTS OR WHEN FEWER THAN 5 STUDENTS, THEY ARE EVALUATED ACCORDING TO DEPARTMENTAL GUIDELINES. A SINGLE SUMMATIVE PEER OBSERVATION IS ALSO REQUIRED FOR EVALUATION FOR TENURE.

EVALUATION STANDARDS FOR TEACHING

<u>Needs Improvement:</u> This rating simply means THE POST-TENURE CANDIDATE has not accomplished all of the necessary activities to attain the "Meets Standards" rating.	<p>Minimum requirements and/or Standards for Content Expertise have not been met.</p> <p>NO DEMONSTRATION THAT COURSES ARE REGULARLY UPDATED WITH NEW INFORMATION, AS CONSISTENT WITH THE DISCIPLINE. LITTLE ATTENTION IS GIVEN TO INSTRUCTIONAL DESIGN AND DELIVERY TO FACILITATE STUDENT LEARNING NOR USE OF ASSESSMENT TO IMPROVE THE COURSE.</p> <p>IF TEACHING GENERAL STUDIES COURSES, FACULTY MEMBER HAS NOT DESIGNED THE COURSE CONSISTENT WITH THE DEPARTMENT'S AND UNIVERSITY'S EXPECTATIONS OR HAS NOT DONE THE ASSESSMENT REQUIRED BY THE GENERAL STUDIES PROGRAM.</p> <p>CLASSES ARE NOT EVALUATED USING SRI'S OR THE PATTERN OF SRI'S REMAINS SUBSTANTIALLY BELOW THE UNIVERSITY PREFIX AVERAGE.</p> <p>THE POST-TENURE CANDIDATE LACKS SUMMATIVE PEER OBSERVATION OR THE OBSERVATION DOES NOT DEMONSTRATE SOUND PEDAGOGY TO SUPPORT STUDENT LEARNING.</p> <p>THE POST-TENURE CANDIDATE DOES NOT REGULARLY MAINTAIN 5 WEEKLY OFFICE HOURS AND MAKES MULTIPLE MISTAKES WHEN ADVISING STUDENTS.</p>
<u>Meets Standards:</u> This performance	MEETS STANDARDS: EACH COURSE IS KEPT CURRENT THROUGH REVIEW OF INSTRUCTIONAL RESOURCES AND THE

level demonstrates the minimum required accomplishments for a faculty member.

REGULAR ADDITION OF NEW MATERIALS, AS APPROPRIATE. NARRATIVE DESCRIBES HOW COURSES ARE DESIGNED AND DELIVERED USING MULTIPLE APPROACHES TO FACILITATE STUDENT LEARNING INCLUDING LECTURING AND, BUT NOT LIMITED TO, AT LEAST ONE OF THE FOLLOWING:

4. ENGAGED LEARNING PRACTICES, INCLUDING BUT NOT LIMITED TO GROUP PROJECTS, CLASS PRESENTATIONS, SIMULATIONS, DEBATES, PEER-TO-PEER INSTRUCTION
5. GUEST SPEAKERS WITH SPECIALIZED EXPERTISE
6. INTEGRATION OF NEW TECHNOLOGIES AND /OR SOCIAL MEDIA

EXPECTATIONS FOR STUDENT LEARNING AND PERFORMANCE ARE CLEARLY COMMUNICATED IN SYLLABI AND THE POST-TENURE CANDIDATE USES STUDENT LEARNING OBJECTIVES/OUTCOMES TO FACILITATE STUDENT LEARNING AND ASSESSMENT.

THE POST-TENURE CANDIDATE USES PROFESSIONAL EXPERTISE ALONG WITH COURSE AND/OR PROGRAM ASSESSMENT RESULTS TO IMPROVE COURSES.

FOR ANY GENERAL STUDIES COURSES TAUGHT, THE POST-TENURE CANDIDATE DESIGNED COURSES IN ACCORDANCE WITH THE OFFICIAL COURSE SYLLABUS MEETING, DEPARTMENTAL AND UNIVERSITY EXPECTATIONS INCLUDING THE WRITING AND STUDENT LEARNING OUTCOME EXPECTATIONS. ASSESSMENT OF GENERAL STUDIES COURSES COMPLY WITH DEPARTMENTAL AND UNIVERSITY REQUIREMENTS.

POST-TENURE CANDIDATE'S SRI'S IN THE MAJORITY OF THE COURSES ARE WITHIN THE RANGE OF 0.5 TO 0.7 OF THE PREFIX MEAN OR THEY HAVE SHOWN A TREND OF IMPROVEMENT TOWARD THE PREFIX AVERAGE FOR SAME LEVEL COURSES AND THE NARRATIVE ADDRESSES WORK TOWARD IMPROVING STUDENT RATINGS OF INSTRUCTION THROUGH SHIFTING INSTRUCTIONAL CONTENT AND/OR DESIGN AND/OR DELIVERY AND INCORPORATING FEEDBACK FROM STUDENT COMMENTARY.

THE POST-TENURE CANDIDATE OBTAINS SUMMATIVE PEER OBSERVATION AND INCORPORATES FEEDBACK INTO COURSE DESIGN.

THE POST-TENURE CANDIDATE THOROUGHLY AND ACCURATELY ADVISES STUDENTS, USING PROFESSIONAL

	KNOWLEDGE AND CONTACTS WHEN POSSIBLE, AND REGULARLY HOLDS 5 WEEKLY OFFICE HOURS.
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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.

GUIDELINES TO ACHIEVE POST-TENURE: THE POST-TENURE CANDIDATE MUST DEMONSTRATE THAT DURING THEIR POST-TENURE PERIOD A DISCIPLINARY OR PEDAGOGICAL OR CREATIVE WORK WAS ACCEPTED IN A PEER-REVIEWED OR PROFESSIONAL OR SCHOLARLY PUBLICATION OR THE DISCIPLINARY EQUIVALENT. ADDITIONALLY, THEY HAVE HAD MULTIPLE PRESENTATIONS OF THEIR SCHOLARLY OR CREATIVE WORKS ACCEPTED AFTER REVIEW FOR PRESENTATION AT PROFESSIONAL MEETINGS.

Evaluation Standards for Scholarly Activities

<u>Needs Improvement:</u> This rating simply means THE POST-TENURE CANDIDATE has not accomplished all of the necessary activities to attain the "Meets Standards" rating.	Minimum requirements and/or Standards have not been met. NEEDS IMPROVEMENT: THE POST-TENURE CANDIDATE DOES NOT PRODUCE WORK THAT IS ACCEPTED THROUGH PEER REVIEWED OR ACCEPTED AFTER REVIEW AT PROFESSIONAL MEETINGS AT A REGIONAL, NATIONAL OR INTERNATIONAL LEVEL
<u>Meets Standards:</u> This performance level demonstrates the minimum required accomplishments for a faculty member.	MEETS STANDARDS: DURING THEIR EVALUATION PERIOD THE POST-TENURE CANDIDATE HAS HAD A DISCIPLINARY OR PEDAGOGICAL OR CREATIVE WORK ACCEPTED IN A PEER-REVIEWED OR PROFESSIONAL OR SCHOLARLY PUBLICATION OR THE DISCIPLINARY EQUIVALENT. ADDITIONALLY, THEY HAVE HAD MULTIPLE PRESENTATIONS OF THEIR SCHOLARLY OR CREATIVE WORKS ACCEPTED AFTER REVIEW FOR PRESENTATION AT PROFESSIONAL MEETINGS.

SERVICE

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

GUIDELINES TO ACHIEVE POST-TENURE: THE POST-TENURE CANDIDATE MUST DEMONSTRATE CONTRIBUTIONS TO SHARED GOVERNANCE IN THE DEPARTMENT, SCHOOL OR UNIVERSITY OR WITHIN THEIR DISCIPLINARY ORGANIZATION OR CONTRIBUTIONS USING THEIR DISCIPLINARY EXPERTISE TO THE COMMUNITY OUTSIDE OF THE UNIVERSITY.

REGULARLY SUPPORTS DEPARTMENTAL ADMINISTRATIVE AND OUTREACH NEEDS. THESE CONTRIBUTIONS MUST BE OF VALUE TO THE DEPARTMENT. THESE CONTRIBUTIONS OFTEN, BUT NOT EXCLUSIVELY, TAKE THE FORM OF COMMITTEE PARTICIPATION AND PROGRAM OR DEPARTMENT CONTRIBUTIONS.

Evaluation Standards for Service

<u>Needs Improvement:</u> This rating simply means THE POST-TENURE CANDIDATE has not accomplished all of the necessary activities to attain the "Meets Standards" rating.	Minimum requirements and/or Standards for Service have not been met. HAS NOT MADE ONGOING CONTRIBUTIONS.
<u>Meets Standards:</u> This performance level demonstrates the minimum required accomplishments for THE POST-TENURE CANDIDATE	MEETS STANDARDS: THE POST-TENURE CANDIDATE MUST DEMONSTRATE DEEP AND MEANINGFUL CONTRIBUTIONS TO SHARED GOVERNANCE IN THE DEPARTMENT, SCHOOL OR UNIVERSITY OR WITHIN THEIR DISCIPLINARY ORGANIZATION OR CONTRIBUTIONS USING THEIR DISCIPLINARY EXPERTISE TO THE COMMUNITY OUTSIDE OF THE UNIVERSITY. THE POST-TENURE CANDIDATE REGULARLY SUPPORTS DEPARTMENTAL ADMINISTRATIVE AND OUTREACH NEEDS. THESE CONTRIBUTIONS MUST BE OF VALUE TO THE DEPARTMENT. THESE CONTRIBUTIONS OFTEN, BUT NOT EXCLUSIVELY, TAKE THE FORM OF COMMITTEE PARTICIPATION AND PROGRAM OR DEPARTMENT CONTRIBUTIONS.

Department of Political Science

DEPARTMENTAL GUIDELINES 2015/2016

Updated on Monday, August 17.

EVALUATION GUIDELINES FOR CATEGORY II FACULTY

Metropolitan State University-Denver was founded in 1965 with a vision to provide an urban education with affordable tuition, professors who are experts in their fields, and a curriculum attuned to the real world. The faculty and staff strive to meet the needs of students from a rich and diverse mixture of age groups, socioeconomic classes, ethnic backgrounds, and life experiences. While upholding high academic standards, the faculty seeks to accommodate the myriad needs of nontraditional students, offering classes on weekdays, evenings, and weekends at three locations in the metropolitan area. It has also developed on-line offerings. The university also provides a network of support services.

In establishing the standards for the university evaluation criteria, the Department of Political Science recognizes that the rating for a Category II faculty member should reflect the contributions made under each one of the criteria listed in the teaching category and that each evaluation should reflect the full and proper consideration of all material relevant to teaching.

TEACHING

Teaching is the act of creating and maintaining an environment that 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.

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.

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 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 appropriate schedule to facilitate graduation), and answers to questions relating to a discipline.

GUIDELINES for REAPPOINTMENT THE CATEGORY II FACULTY MUST DEMONSTRATE THAT EACH COURSE IS KEPT CURRENT THROUGH REVIEW OF INSTRUCTIONAL RESOURCES AND THE REGULAR ADDITION OF NEW MATERIALS, AS APPROPRIATE.

NARRATIVE DESCRIBES HOW COURSES ARE DESIGNED AND DELIVERED USING MULTIPLE APPROACHES TO FACILITATE STUDENT LEARNING INCLUDING LECTURING AND, BUT NOT LIMITED TO, AT LEAST ONE OF THE FOLLOWING:

1. ENGAGED LEARNING PRACTICES, INCLUDING BUT NOT LIMITED TO GROUP PROJECTS, CLASS PRESENTATIONS, SIMULATIONS, DEBATES, PEER-TO-PEER INSTRUCTION
2. GUEST SPEAKERS WITH SPECIALIZED EXPERTISE
3. INTEGRATION OF NEW TECHNOLOGIES AND /OR SOCIAL MEDIA

EXPECTATIONS FOR STUDENT LEARNING AND PERFORMANCE ARE CLEARLY COMMUNICATED IN SYLLABI AND THE TENURE CANDIDATE USES STUDENT LEARNING OBJECTIVES/OUTCOMES TO FACILITATE STUDENT LEARNING AND ASSESSMENT.

FACULTY MEMBER USES PROFESSIONAL EXPERTISE ALONG WITH COURSE AND/OR PROGRAM ASSESSMENT RESULTS TO IMPROVE COURSES.

FOR ANY GENERAL STUDIES COURSES TAUGHT, THE TENURE CANDIDATE DESIGNED THEIR COURSE IN ACCORDANCE WITH THE OFFICIAL COURSE SYLLABUS MEETING, DEPARTMENTAL AND COLLEGE EXPECTATIONS INCLUDING THE WRITING AND STUDENT LEARNING OUTCOME EXPECTATIONS. ASSESSMENT OF GENERAL STUDIES COURSES COMPLY WITH DEPARTMENTAL AND COLLEGE REQUIREMENTS.

CATEGORY II FACULTY SRI'S ARE CONSISTENTLY NEAR OR ABOVE THE COLLEGE MEAN FOR SAME LEVEL COURSE OR THEY HAVE SHOWN A TREND OF IMPROVEMENT TOWARD THE PREFIX AVERAGE FOR SAME LEVEL COURSES AND THE NARRATIVE ADDRESSES WORK TOWARD IMPROVING STUDENT RATINGS OF INSTRUCTION THROUGH SHIFTING INSTRUCTIONAL CONTENT AND/OR DESIGN AND/OR DELIVERY AND INCORPORATING FEEDBACK FROM STUDENT COMMENTARY.

CATEGORY II FACULTY OBTAINS SUMMATIVE PEER OBSERVATION AND INCORPORATES FEEDBACK INTO COURSE DESIGN.

EVALUATION STANDARDS FOR TEACHING

<p><u>Needs Improvement:</u> This rating simply means the faculty member has not accomplished all of the necessary activities to attain the "Meets Standards" rating.</p>	<p>Minimum requirements and/or Standards for Content Expertise have not been met.</p> <p>NO DEMONSTRATION THAT COURSES ARE REGULARLY UPDATED WITH NEW INFORMATION, AS CONSISTENT WITH THE DISCIPLINE. LITTLE ATTENTION IS GIVEN TO INSTRUCTIONAL DESIGN AND DELIVERY TO FACILITATE STUDENT LEARNING NOR USE OF ASSESSMENT TO IMPROVE THE COURSE.</p> <p>IF TEACHING GENERAL STUDIES COURSES, FACULTY MEMBER HAS NOT DESIGNED THE COURSE CONSISTENT WITH THE DEPARTMENT'S AND COLLEGE'S EXPECTATIONS OR HAS NOT DONE THE ASSESSMENT REQUIRED BY THE GENERAL STUDIES PROGRAM.</p>
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	<p>CLASSES ARE NOT EVALUATED USING SRI'S OR THE PATTERN OF SRI'S REMAINS SUBSTANTIALLY BELOW THE COLLEGE PREFIX AVERAGE.</p> <p>FACULTY LACKS SUMMATIVE PEER OBSERVATION OR THE OBSERVATION DOES NOT DEMONSTRATE SOUND PEDAGOGY TO SUPPORT STUDENT LEARNING.</p> <p>FACULTY MEMBER DOES NOT MAINTAIN REGULAR OFFICE HOURS AND MAKES MULTIPLE MISTAKES WHEN ADVISING STUDENTS.</p>
<p><u>Meets Standards:</u> This performance level demonstrates the minimum required accomplishments for a faculty member.</p>	<p>MEETS STANDARDS: EACH COURSE IS KEPT CURRENT THROUGH REVIEW OF INSTRUCTIONAL RESOURCES AND THE REGULAR ADDITION OF NEW MATERIALS, AS APPROPRIATE.</p> <p>NARRATIVE DESCRIBES HOW COURSES ARE DESIGNED AND DELIVERED USING MULTIPLE APPROACHES TO FACILITATE STUDENT LEARNING INCLUDING LECTURING AND, BUT NOT LIMITED TO, AT LEAST ONE OF THE FOLLOWING:</p> <ol style="list-style-type: none"> 4. ENGAGED LEARNING PRACTICES, INCLUDING BUT NOT LIMITED TO GROUP PROJECTS, CLASS PRESENTATIONS, SIMULATIONS, DEBATES, PEER-TO-PEER INSTRUCTION 5. GUEST SPEAKERS WITH SPECIALIZED EXPERTISE 6. INTEGRATION OF NEW TECHNOLOGIES AND /OR SOCIAL MEDIA <p>EXPECTATIONS FOR STUDENT LEARNING AND PERFORMANCE ARE CLEARLY COMMUNICATED IN SYLLABI AND THE TENURE CANDIDATE USES STUDENT LEARNING OBJECTIVES/OUTCOMES TO FACILITATE STUDENT LEARNING AND ASSESSMENT.</p> <p>CATEGORY II FACULTY MEMBER USES PROFESSIONAL EXPERTISE ALONG WITH COURSE AND/OR PROGRAM ASSESSMENT RESULTS TO IMPROVE COURSES.</p> <p>CATEGORY II FACULTY MEMBER'S SRI'S ARE CONSISTENTLY NEAR OR ABOVE THE COLLEGE MEAN FOR SAME LEVEL COURSE OR THEY HAVE SHOWN A TREND OF IMPROVEMENT TOWARD THE PREFIX AVERAGE FOR SAME LEVEL COURSES AND THE NARRATIVE ADDRESSES WORK TOWARD IMPROVING STUDENT RATINGS OF INSTRUCTION THROUGH SHIFTING INSTRUCTIONAL CONTENT AND/OR DESIGN AND/OR DELIVERY AND INCORPORATING FEEDBACK FROM STUDENT COMMENTARY.</p> <p>CATEGORY II FACULTY MEMBER OBTAINS SUMMATIVE PEER OBSERVATION AND INCORPORATES FEEDBACK INTO COURSE DESIGN.</p>

Department of Political Science

DEPARTMENTAL GUIDELINES 2015-2016

Updated on Monday, August 17.

EVALUATION GUIDELINES FOR CATEGORY III AFFILIATE FACULTY

Metropolitan State University-Denver was founded in 1965 with a vision to provide an urban education with affordable tuition, professors who are experts in their fields, and a curriculum attuned to the real world. The faculty and staff strive to meet the needs of students from a rich and diverse mixture of age groups, socioeconomic classes, ethnic backgrounds, and life experiences. While upholding high academic standards, the faculty seeks to accommodate the myriad needs of nontraditional students, offering classes on weekdays, evenings, and weekends at three locations in the metropolitan area. It has also developed on-line offerings. The university also provides a network of support services.

In establishing the standards for the university evaluation criteria, the Department of Political Science recognizes that the rating for a Category II faculty member should reflect the contributions made under each one of the criteria listed in the teaching category and that each evaluation should reflect the full and proper consideration of all material relevant to teaching.

TEACHING

Teaching is the act of creating and maintaining an environment that 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.

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.

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.

EXPECTATIONS FOR STUDENT LEARNING AND PERFORMANCE ARE CLEARLY COMMUNICATED IN SYLLABI AND THE TENURE CANDIDATE USES STUDENT LEARNING OBJECTIVES/OUTCOMES TO FACILITATE STUDENT LEARNING AND ASSESSMENT.

FACULTY MEMBER USES PROFESSIONAL EXPERTISE ALONG WITH COURSE AND/OR PROGRAM ASSESSMENT RESULTS TO IMPROVE COURSES.

FOR ANY GENERAL STUDIES COURSES TAUGHT, THE TENURE CANDIDATE DESIGNED THEIR COURSE IN ACCORDANCE WITH THE OFFICIAL COURSE SYLLABUS MEETING, DEPARTMENTAL AND COLLEGE EXPECTATIONS INCLUDING THE WRITING AND STUDENT LEARNING OUTCOME EXPECTATIONS. ASSESSMENT OF GENERAL STUDIES COURSES COMPLY WITH DEPARTMENTAL AND COLLEGE REQUIREMENTS.

CATEGORY III FACULTY SRI'S ARE CONSISTENTLY NEAR OR ABOVE THE COLLEGE MEAN FOR SAME LEVEL COURSE OR THEY HAVE SHOWN A TREND OF IMPROVEMENT TOWARD THE PREFIX AVERAGE FOR SAME LEVEL COURSES AND THE NARRATIVE ADDRESSES WORK TOWARD IMPROVING STUDENT RATINGS OF INSTRUCTION THROUGH SHIFTING INSTRUCTIONAL CONTENT AND/OR DESIGN AND/OR DELIVERY AND INCORPORATING FEEDBACK FROM STUDENT COMMENTARY.

CATEGORY III FACULTY OBTAINS SUMMATIVE PEER OBSERVATION AND INCORPORATES FEEDBACK INTO COURSE DESIGN.

EVALUATION STANDARDS FOR TEACHING

<u>Needs Improvement:</u> This rating simply means the faculty member has not accomplished all of the necessary activities to attain the "Meets Standards" rating.	<p>Minimum requirements and/or Standards for Content Expertise have not been met.</p> <p>NO DEMONSTRATION THAT COURSES ARE REGULARLY UPDATED WITH NEW INFORMATION, AS CONSISTENT WITH THE DISCIPLINE. LITTLE ATTENTION IS GIVEN TO INSTRUCTIONAL DESIGN AND DELIVERY TO FACILITATE STUDENT LEARNING NOR USE OF ASSESSMENT TO IMPROVE THE COURSE.</p> <p>IF TEACHING GENERAL STUDIES COURSES, FACULTY MEMBER HAS NOT DESIGNED THE COURSE CONSISTENT WITH THE DEPARTMENT'S AND COLLEGE'S EXPECTATIONS OR HAS NOT DONE THE ASSESSMENT REQUIRED BY THE GENERAL STUDIES PROGRAM.</p> <p>CLASSES ARE NOT EVALUATED USING SRI'S OR THE PATTERN OF SRI'S REMAINS SUBSTANTIALLY BELOW THE COLLEGE PREFIX AVERAGE.</p>
<u>Meets Standards:</u> This performance level demonstrates the minimum required accomplishments for a faculty member.	<p>MEETS STANDARDS: EACH COURSE IS KEPT CURRENT THROUGH REVIEW OF INSTRUCTIONAL RESOURCES AND THE REGULAR ADDITION OF NEW MATERIALS, AS APPROPRIATE.</p> <p>NARRATIVE DESCRIBES HOW COURSES ARE DESIGNED AND DELIVERED USING MULTIPLE APPROACHES TO FACILITATE STUDENT LEARNING INCLUDING LECTURING AND, BUT NOT LIMITED TO, AT LEAST ONE OF THE FOLLOWING:</p> <ol style="list-style-type: none">1. ENGAGED LEARNING PRACTICES, INCLUDING BUT NOT LIMITED TO GROUP PROJECTS, CLASS PRESENTATIONS, SIMULATIONS, DEBATES, PEER-TO-PEER INSTRUCTION2. GUEST SPEAKERS WITH SPECIALIZED EXPERTISE3. INTEGRATION OF NEW TECHNOLOGIES AND /OR SOCIAL MEDIA

EXPECTATIONS FOR STUDENT LEARNING AND PERFORMANCE ARE CLEARLY COMMUNICATED IN SYLLABI AND THE TENURE CANDIDATE USES STUDENT LEARNING OBJECTIVES/OUTCOMES TO FACILITATE STUDENT LEARNING AND ASSESSMENT.

CATEGORY III FACULTY MEMBER USES PROFESSIONAL EXPERTISE ALONG WITH COURSE AND/OR PROGRAM ASSESSMENT RESULTS TO IMPROVE COURSES.

CATEGORY III FACULTY MEMBER'S SRI'S ARE CONSISTENTLY NEAR OR ABOVE THE COLLEGE MEAN FOR SAME LEVEL COURSE OR THEY HAVE SHOWN A TREND OF IMPROVEMENT TOWARD THE PREFIX AVERAGE FOR SAME LEVEL COURSES AND THE NARRATIVE ADDRESSES WORK TOWARD IMPROVING STUDENT RATINGS OF INSTRUCTION THROUGH SHIFTING INSTRUCTIONAL CONTENT AND/OR DESIGN AND/OR DELIVERY AND INCORPORATING FEEDBACK FROM STUDENT COMMENTARY.

CATEGORY III FACULTY MEMBER OBTAINS SUMMATIVE PEER OBSERVATION AND INCORPORATES FEEDBACK INTO COURSE DESIGN.