

Department of Political Science

DEPARTMENTAL GUIDELINES 2012

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 college also provides a network of support services. In establishing the standards for the college 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. For faculty hired to tenure track prior to August of 2011, consideration of weights and measures as established by the annual review process and in collaboration with the department chair shall be taken into consideration.

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:

(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 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: 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 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 COLLEGE EXPECTATIONS INCLUDING THE WRITING AND STUDENT LEARNING OUTCOME EXPECTATIONS. THE ASSESSMENT OF GENERAL STUDIES COURSES COMPLY WITH DEPARTMENTAL AND COLLEGE REQUIREMENTS.

POST-TENURE CANDIDATE'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.

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 HOLDS REGULAR 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

Needs Improvement: 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 Content Expertise have not been met.

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.

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

	<p>PROGRAM.</p> <p>CLASSES ARE NOT EVALUATED USING SRI'S OR THE PATTERN OF SRI'S REMAINS SUBSTANTIALLY BELOW THE COLLEGE 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 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 POST-TENURE CANDIDATE USES STUDENT LEARNING OBJECTIVES/OUTCOMES TO FACILITATE STUDENT LEARNING AND ASSESSMENT.</p> <p>THE POST-TENURE CANDIDATE USES PROFESSIONAL EXPERTISE ALONG WITH COURSE AND/OR PROGRAM ASSESSMENT RESULTS TO IMPROVE COURSES.</p> <p>FOR ANY GENERAL STUDIES COURSES TAUGHT, THE POST-TENURE CANDIDATE DESIGNED COURSES IN ACCORDANCE WITH THE OFFICIAL COURSE SYLLABUS</p>

	<p>MEETING, DEPARTMENTAL AND COLLEGE EXPECTATIONS INCLUDING THE WRITING AND STUDENT LEARNING OUTCOME EXPECTATIONS. ASSESSMENT OF GENERAL STUDIES COURSES COMPLY WITH DEPARTMENTAL AND COLLEGE REQUIREMENTS.</p> <p>POST-TENURE CANDIDATE'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>THE POST-TENURE CANDIDATE OBTAINS SUMMATIVE PEER OBSERVATION AND INCORPORATES FEEDBACK INTO COURSE DESIGN.</p> <p>THE POST-TENURE CANDIDATE THOROUGHLY AND ACCURATELY ADVISES STUDENTS, USING PROFESSIONAL KNOWLEDGE AND CONTACTS WHEN POSSIBLE, AND HOLDS REGULAR OFFICE HOURS.</p>
<p><u>Exceeds Standards:</u> This is a level of superior accomplishment that demonstrably and substantially surpasses the "Meets Standards" rating and is reserved for those whose performance clearly meets or exceeds the highest Standards of the College.</p>	<p>EXCEEDS STANDARDS: NARRATIVE AND EVIDENCE DESCRIBES COURSES THAT CONSISTENTLY CREATE AN OUTSTANDING LEARNING ENVIRONMENT FOR THE STUDENTS.</p> <p>THE COURSES ARE CONTINUOUSLY UPDATED AND MODIFIED TO IMPROVE CONTENT, DELIVERY AND DESIGN TO FACILITATE STUDENT LEARNING.</p> <p>FACULTY DESIGNS STUDENT LEARNING OUTCOMES/OBJECTIVES AND USES ASSESSMENT TO CONTINUOUSLY IMPROVE STUDENT LEARNING.</p> <p>FACULTY PARTICIPATES IN AT LEAST ONE OF THE FOLLOWING TEACHING ACTIVITIES:</p> <ol style="list-style-type: none"> 1. INTEGRATES SERVICE LEARNING INTO THE CURRICULUM 2. OVERSEES INTERNSHIPS AND/OR INDEPENDENT STUDY OPPORTUNITIES 3. ADVISES IN INDIVIDUALIZED DEGREE PROGRAM 4. SERVES AS AN HONORS THESIS ADVISOR

SRI'S ARE CONSISTENTLY ABOVE COLLEGE AVERAGES FOR SAME LEVEL (LOWER OR UPPER LEVEL) COURSES.

FACULTY SPENDS EXTENSIVE TIME ADVISING STUDENTS, PROVIDING THEM WITH MULTIPLE OPTIONS AND EXTENSIVE INFORMATION, WRITING LETTERS OF RECOMMENDATION, AND/OR WORKING WITH STUDENT ORGANIZATIONS. FACULTY USES PROFESSIONAL CONTACTS AND KNOWLEDGE TO INFORM THEIR ADVISING AND TO PROVIDE STUDENTS WITH INFORMATION REGARDING OPPORTUNITIES.

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

Needs Improvement: This rating simply means THE POST-TENURE CANDIDATE has not accomplished all of the necessary activities to attain the "Meets Standards"

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

rating.	
<p>Meets Standards: This performance level demonstrates the minimum required accomplishments for a faculty member.</p>	<p>MEETS STANDARDS: DURING THEIR PROBATIONARY 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.</p>
<p>Exceeds Standards: This is a level of superior accomplishment that demonstrably and substantially surpasses the “Meets Standards” rating and is reserved for those whose performance clearly meets or exceeds the highest Standards of the College.</p>	<p>EXCEEDS STANDARDS: DURING THEIR PROBATIONARY PERIOD, THE POST-TENURE CANDIDATE HAS ENGAGED IN SCHOLARLY OR CREATIVE ACTIVITIES THAT ENHANCE TEACHING AND/OR FURTHERS THEIR DISCIPLINE.</p> <p>THEY HAVE HAD SEVERAL DISCIPLINARY OR PEDAGOGICAL OR CREATIVE WORKS ACCEPTED IN A PEER-REVIEWED PUBLICATION.</p> <p>ADDITIONALLY, THEY HAVE HAD MULTIPLE PRESENTATIONS OF THEIR SCHOLARLY OR CREATIVE WORKS ACCEPTED AFTER REVIEW FOR PROFESSIONAL MEETINGS. OTHER POSSIBLE ACTIVITIES WOULD INCLUDE BUT ARE NOT LIMITED TO:</p> <ul style="list-style-type: none"> • PUBLICATION OF A BOOK IN THEIR AREA OF EXPERTISE, • OR A TEXTBOOK BY A COMMERCIAL PUBLISHING HOUSE THAT REQUIRED A PROSPECTUS, • OR REVIEW OR WRITING GRANTS TO OUTSIDE AGENCIES, • OR PARTICIPATING IN COMMUNITY-BASED RESEARCH • OR RECEIVING ADVANCED PEDAGOGICAL OR DISCIPLINARY TRAINING.

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 college 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 COLLEGE OR WITHIN THEIR DISCIPLINARY ORGANIZATION OR CONTRIBUTIONS USING THEIR DISCIPLINARY EXPERTISE TO THE COMMUNITY OUTSIDE OF THE COLLEGE. 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 POST-TENURE 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 POST-TENURE CANDI</p>	<p>MEETS STANDARDS: THE POST-TENURE CANDIDATE MUST DEMONSTRATE CONTRIBUTIONS TO SHARED GOVERNANCE IN THE DEPARTMENT, SCHOOL OR COLLEGE OR WITHIN THEIR DISCIPLINARY ORGANIZATION OR CONTRIBUTIONS USING THEIR DISCIPLINARY EXPERTISE TO THE COMMUNITY OUTSIDE OF THE COLLEGE. 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.</p>
<p>Exceeds Standards: This is a level of superior accomplishment that demonstrably and substantially surpasses the “Meets Standards” rating and is reserved for those whose performance clearly meets or exceeds the highest Standards of the College.</p>	<p>EXCEEDS STANDARDS: THE POST-TENURE CANDIDATE DEMONSTRATES THAT THEY HAVE TAKEN AN ONGOING ROLE IN A LONG TERM COMMITTEE, SPECIAL PROJECT OR OTHER SERVICE ACTIVITY IN THE DEPARTMENT, SCHOOL OR COLLEGE OR IN THEIR DISCIPLINARY ORGANIZATION OR IN THE GREATER COMMUNITY. WORK OUTSIDE OF THE COLLEGE MUST UTILIZE THEIR DISCIPLINARY OR PROFESSIONAL EXPERTISE. THEIR WORK MUST BE RECOGNIZED AS VALUABLE TO THE RELEVANT COMMUNITY.</p>