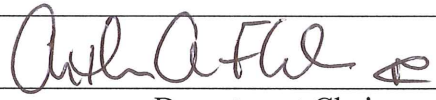




METROPOLITAN STATE COLLEGE OF DENVER
SCHOOL OF BUSINESS

ECONOMICS DEPARTMENT

FACULTY EVALUATION GUIDELINES
Effective July 1, 2012

DEPARTMENT GUIDELINES REVIEW			
	Approve	Disapprove	Date
 Department Chair	✓		8/15/2012
Reviewed and approved by Committee of Department Chairs As noted in minutes of meeting dated March 28, 2012			
 Dean of School	✓		8/15/2012
 Vice President of Academic Affairs/Provost	✓		8/15/12

ECONOMICS DEPARTMENT MISSION STATEMENT

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

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

AREAS OF PERFORMANCE

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

CRITERIA

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

- a. Teaching: Teaching is the act of creating and maintaining an environment which enhances the opportunities for student learning and discipline-related growth; it includes advising students to facilitate graduation and to transition to post-baccalaureate careers or further educational opportunities.
- b. Scholarly Activities: Scholarly and creative activities are disciplinary or interdisciplinary expressions or interpretations that develop ideas, frame questions, create new forms of representation, solve problems, or explore enduring puzzles.
- c. Service: Service is participation in the shared governance of the academy and the use of disciplinary or professional expertise and talents to contribute to the betterment of multiple environments, including professional and disciplinary associations, the media, or profit, non-profit and governmental agencies.

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

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

RATING SCALE

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

Meets Standards	This rating represents a level of performance that demonstrably and substantially exceeds the basic competency standard but does not meet or exceed the highest expectations of the College. Sustained performance at this level or above is necessary to support an application for tenure or promotion. However, ratings alone do not guarantee a favorable decision under the tenure or promotion policies. Performance at this level or above is necessary for a satisfactory post-tenure review.
Needs Improvement	Does not meet standards.

CRITERIA AND GUIDELINES

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

TEACHING

Teaching is a complex and reflective human activity that, in the higher education context, is offered in a forum that is advanced, semi-public, and essentially critical in nature. No single definition can possibly suffice to cover the range of talents that go into excellent teaching.

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

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

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

- (1) Content Expertise: To demonstrate knowledge and/or relevant experience: Effective teachers display knowledge of their subject matters in the relevant learning environment (classroom, on-line, hybrid, field work, etc.), which typically includes the skills, competencies, and knowledge in a specific subject area in which the faculty member has received advanced experience, training, or education.

Examples of activities that demonstrate content expertise may include:

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

- (2) Instructional Design: To organize this knowledge/experience for student learning: Effective teachers design course objectives, syllabi, materials, activities, and experiences that are conducive to learning.

Examples of activities that demonstrate instructional design may include:

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| ▪ Identify and communicate appropriate learning objectives | ▪ Course objectives, learning objectives, assignments, assessments are consistent with the official syllabus | ▪ Develops assignments, class activities, assessment instruments that provide students with opportunities to apply course content |
| ▪ Syllabus clearly states grading policies | ▪ Revise Regular Course syllabi as needed relative | |

to the official syllabus

- (3) Instructional Delivery: To communicate this knowledge/experience into a format accessible to students: Effective teachers communicate information clearly, create environments conducive to learning, and use an appropriate variety of teaching methods.

Examples of activities that demonstrate instructional delivery may include:

- Uses multiple pedagogies in the class to meet needs of diverse learning styles
- Provide additional materials to students via websites, etc.
- Incorporates technology into the class
- Attends teaching workshops/seminars and implements new ideas

- (4) Instructional Assessment: To evaluate the mastery of students: Effective teachers design assessment procedures appropriate to course objectives, ensure fairness in student evaluation and grading, and provide constructive feedback on student work.

Examples of activities that demonstrate instructional assessment may include:

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

- (5) Advising In and Beyond the Classroom: To provide guidance for students as they pursue undergraduate and post-baccalaureate education and/or employment: Effective advisors interact with students to provide career guidance and information, degree program guidance and information (e.g., advice on an appropriate schedule to facilitate graduation), and answers to questions relating to a discipline.

Activities that demonstrate advising may include:

- Advise students efficiently by following department requirements and
- Provides career and graduate school advice to students

- guidelines
- Incorporates advising component inside the classroom
- Participates in department and Metro advising and recruitment activities (Majors Fair, Metro Open House, etc.)
- Writes letters of recommendation
- Uses the Banner Tracking system

SCHOLARLY ACTIVITIES

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

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

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

In addition to these scholarly activities it is expected that the faculty member shares knowledge with members of the learned and professional communities; continued education and professional development activities appropriate to professional status or assignments; and other activities specific to the faculty member's discipline or assigned responsibilities.

In addition, the faculty member will maintain academic qualifications (AQ) as defined by the School of Business throughout the tenure process.

Activities that demonstrate scholarly activities may include:

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

conference

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

Activities that demonstrate service may include:

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

EXPECTATIONS FOR TENURE & PROMOTION FROM ASSISTANT TO ASSOCIATE PROFESSOR

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

TEACHING	SCHOLARLY ACTIVITY	SERVICE
<ul style="list-style-type: none">▪ Effectively use pedagogies▪ Develop assignments that	<ul style="list-style-type: none">▪ A minimum of 7 scholarly activities:	<ul style="list-style-type: none">• Continuous service activities in multiple areas

<p>provide a practical application of course material</p> <ul style="list-style-type: none"> ▪ Show effective classroom delivery, content, and design appropriate to the official course syllabus ▪ Demonstrate maintenance of currency in the discipline ▪ SRI scores that are no lower than .5 below the department average for the specific courses taught. If below this threshold, show continuous effort and outcomes toward the department mean ▪ Actively participate in department and school assessment activities and implement changes as recommended by department faculty ▪ Use Banner Tracking system to record sessions which includes writing notes on what was discussed/advised ▪ Evidence of quality of advising ▪ Have one summative peer observation by the sixth year as required by the Handbook ▪ Implement department peer observations in consultation with the chair, when appropriate 	<ul style="list-style-type: none"> ○ At least two refereed publications. It is expected that at least one publication is accepted in the first three years. It is expected that at least one publication is not tied to your dissertation. ○ At least four different refereed conference paper presentations. ○ Faculty member will maintain academic qualifications (AQ) as defined by the School of Business 	<p>that fit needs of the department, the school, the college, and the community.</p> <ul style="list-style-type: none"> • Make substantive contributions in service activities. Service on committees should add value to the institution. • Show continuous growth in service activities throughout the tenure-track years.
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EXPECTATIONS FOR PROMOTION FROM ASSOCIATE PROFESSOR TO PROFESSOR

Teaching Excellence, Scholarly Activity Excellence, Service Excellence

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

TEACHING	SCHOLARLY ACTIVITY	SERVICE
<ul style="list-style-type: none"> ▪ Effectively use multiple pedagogies. ▪ Include activities and/or assignments that provide a practical application of course material. ▪ Show effective classroom delivery, content, and design. ▪ Demonstrate maintenance of currency in the discipline. ▪ SRI scores that are no lower than .5 below the department average for the specific course taught. If below this threshold, must show continuous effort and outcomes toward the department mean. ▪ Actively participate in department and school assessment activities and implement changes as determined by department and/or school faculty. ▪ Uses Banner Tracking to record sessions. ▪ Participate in Department advising activities. Evidence of excellent advising. 	<ul style="list-style-type: none"> ▪ A minimum of 7 scholarly activities: <ul style="list-style-type: none"> ○ At least two scholarly refereed journal articles. ○ At least four different refereed paper presentations. ▪ Faculty member remains academically qualified (AQ) as defined by the School of Business. ▪ For any applicant with more than four years in-rank of associate professor, the following is required: <ul style="list-style-type: none"> a) Average of two refereed journal articles over each three period over the time in-rank as an associate professor; and b) Publish at least one refereed article within the three-year period culmination with the date of application. 	<ul style="list-style-type: none"> • Continuous service activities in multiple areas that fit needs of the department and school. • Serve in at least one substantive leadership position. Leadership position requires numerous examples of service that add substantial value to the institution.

EXPECTATIONS FOR POST TENURE REVIEW

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

TEACHING	SCHOLARLY ACTIVITY	SERVICE
<ul style="list-style-type: none"> ▪ Effectively use multiple pedagogies. ▪ Include activities and/or assignments that provide a practical application of course material. ▪ Show effective classroom delivery, content, and design. ▪ Demonstrate maintenance of currency in the discipline. ▪ SRI scores that are no lower than .5 below the department average for the specific course taught. If below this threshold, must show continuous effort and outcomes toward the department mean. ▪ Actively participate in department and school assessment activities and implement changes as determined by department and/or school faculty. ▪ Use Banner Tracking to record sessions. ▪ Participate in Department advising activities. Evidence of excellent advising. 	<ul style="list-style-type: none"> ▪ Maintain Academically Qualified Status 	<ul style="list-style-type: none"> • Continuous service activities in several areas (department, school, college, professional, or community work related to discipline) that fit needs of the department and school

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ACADEMICALLY QUALIFIED STANDARDS

To maintain academically qualified status, a faculty member must:

- Have 5 scholarly activities within a five-year period with
 - At least 1 Classification I activity **OR** 3 Classification II activities
 - At least 2 scholarly activities must be within the most recent two-year period

Classification I

1. Publication of an article in a Department and/or School preferred peer reviewed journal.
2. Publication of scholarly books, books of applied [contribution to practice] scholarship, or research monographs by preferred publishers.
3. Publication of trade books, teaching lab or case books published by widely respected publishers.
4. Publication of first edition or revision of a textbook by preferred publishers. Textbook must be peer reviewed.
5. Publication of chapters in edited scholarly books or edited textbooks by preferred publishers. Each book chapter in a different book counts as one intellectual contribution. Each chapter, if they, are truly separate papers, in the same scholarly book counts as one intellectual contribution. Multiple chapters in an edited textbook count as a single contribution.
6. The development of original data bases or original software in public use.

Classification II

1. Presentation of peer-reviewed full papers at preferred meetings or conferences [preferred conferences or meetings should be widely respected academic or professional associations having a selective peer-review process as enumerated by the individual Departments and/or the School of Business].
2. Presentation of peer-reviewed full papers at preferred meetings or conferences with the publication of the full paper in proceedings of meeting or conference
3. Presentation of peer-reviewed full papers at preferred meetings or conferences with publication of an abstract.
4. Publication of first editions or major revisions of scholarly books or textbooks by presses not included in Classification I, but not self-published.
5. Publication of course supplement to texts (study guides, test banks etc.) included in Classification I.
6. Publication in refereed/peered reviewed journals not on the department/school preferred list, but not self-published.
7. Presentation of a major (e.g. keynote or plenary) address at a preferred academic or professional meeting or conference.
8. Serving as Editor [or co-editor] of a preferred journal or as editor of a special edition of a preferred journal.
9. Publication of cases in textbooks published by preferred publishers.
10. Publication of a book review or interview in a preferred peer reviewed journal.
11. Publication and dissemination of cases by widely respected academic or professional associations.
12. The development of instructional software in public use.*

* Public use of original software or databases must be documented by the faculty member.

Classification III

1. Presentation of peer-reviewed papers at and/or publication of full papers or abstracts of full papers in the proceedings of other meetings or conferences
2. Presentation of peer-reviewed work in poster sessions or research forums of professional meetings or conferences.
3. Serving as a panelist at a panel presentation at a professional conferences or meetings.
4. Make a presentation at a conference [examples: no full paper; a teaching note, case development, abstract only with power point or overhead, etc.]
5. Serving as associate editor or on the editorial board of a preferred refereed journal.
6. Serving as Editor [or co-editor] of a journal or as editor of a special edition of a journal not on the preferred list.
7. Serving as editor of conference proceedings.
8. Serving as editor of a book of readings.
9. Active participation (e.g. reviewer, discussant, or track chair) in academic associations' meeting or scholarly conference.
10. Writing publicly available working papers.
11. Serving as a referee for a preferred peer-reviewed journal.
12. Publication of papers in in-house journals.
13. Presentations (full papers) at faculty workshops or seminars at Metro State.
14. Publication of supplement to texts (study guides, test banks etc.) not included in Classification I.
15. Publication of material describing the design and implementation of new courses for wide, public use.
16. Completion of a formal faculty development program sponsored by a university which requires full-time attendance for one week or more (approximately 40 hours or more of study.)
17. Initial attainment of Professional Certification or documented accumulation of sufficient CPE or CEU or equivalent credits to maintain an active professional certification.