




METROPOLITAN STATE UNIVERSITY OF DENVER
SCHOOL OF BUSINESS

COMPUTER INFORMATION SYSTEMS DEPARTMENT

FACULTY EVALUATION GUIDELINES

Effective July 1, 2012

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

COMPUTER INFORMATION SYSTEMS DEPARTMENT

MISSION STATEMENT

The Computer Information Systems Department delivers high quality, accessible undergraduate information systems education to a diverse student population. We prepare students to analyze, design, develop and use business applications utilizing contemporary technology. We provide a balance between fundamental information systems concepts and the application of these concepts from a future-oriented perspective.

The Computer Information Systems Department provides undergraduate major, minor and certificate programs in information systems. We also offer courses in information systems and quantitative methods to School of Business students, and applied computer courses to students university-wide, and certificate programs and continuing education opportunities to other majors and non-degree seeking students.

AREAS OF PERFORMANCE

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

CRITERIA

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

- a. Teaching: Teaching is the act of creating and maintaining an environment which enhances the opportunities for student learning and discipline-related growth; it includes advising students to facilitate graduation and to transition to post-baccalaureate careers or further educational opportunities.
- b. Scholarly Activities: Scholarly and creative activities are disciplinary or interdisciplinary expressions or interpretations that develop ideas, frame questions, create new forms of representation, solve problems, or explore enduring puzzles.
- c. Service: Service is participation in the shared governance of the academy and the use of disciplinary or professional expertise and talents to contribute to the betterment of multiple environments, including professional and disciplinary associations, or non-profit and governmental agencies.
- d. Other Duties: Faculty engaged in other duties, including faculty on reassigned time to serve in roles such as Department Chairs or Directors, will be reviewed on those activities.

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

RATING SCALE

The following rating scale must be applied to each criterion.

Exceeds Standards	This rating represents a level of extraordinary performance that demonstrably and substantially surpasses the “Meets Standards” rating. There is no limit on the number of faculty who may attain this rating, but it is reserved for those whose performance clearly exceeds the requirements to attain the “Meets Standards” rating.
Meets Standards	This rating represents a level of performance that demonstrably and substantially exceeds the basic competency standard but does not meet or exceed the highest expectations of the University. Sustained performance at this level or above is necessary to support an application for tenure or promotion. 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	<p>Does not meet standards. While this rating represents a level of performance that may meet a basic, minimal competency standard, it is insufficient to support an application for promotion or tenure, and if continued, a satisfactory post-tenure review.</p> <p>Performance at this level may reduce a faculty member’s eligibility for base salary increases and in some cases may render the faculty member ineligible for salary increases, and subject to a performance improvement plan, disciplinary action, and dismissal in accordance with applicable University procedures.</p>

In reviewing faculty performance using these ratings, evaluators shall conscientiously adhere to the descriptions of each rating category, taking care to acknowledge differing levels of performance among faculty members.

CRITERIA AND 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 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.

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 professional, business, 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 in the field; research information is included in the course |

- (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.

Examples of activities that demonstrate instructional design may include:

- Identify and communicate appropriate learning objectives
- Syllabus clearly states grading policies
- Develop new courses
- Peer-to-peer learning opportunities
- Course objectives, learning objectives, assignments, assessments are consistent
- Attends teaching workshops/seminars and implements new ideas
- Revise Regular Course syllabi as needed
- Develop a detailed course outline for students
- Develops assignments, class activities, assessment instruments that provide students with opportunities to apply course content
- Active learning opportunities

- (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.

Examples of activities that demonstrate instructional delivery may include:

- Uses multiple pedagogies in the class to meet needs of diverse learning styles
- Communicate class/chapter/course objectives
- Organization and preparation of the course
- Incorporates technology into the class
- Provide additional materials to students via website, Blackboard, etc.
- Attends teaching workshops/seminars and implements new ideas
- Use of group activities

- (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.

Examples of activities that demonstrate instructional assessment may include:

- Design course assessment instruments to measure
- Develop multiple types of assessments to meet needs
- Ensure all graded work is made available to students

course learning objectives

of diverse learning styles

for their review

- Advise students on their academic weaknesses and how they may improve future performance
- Assessments are current and updated regularly
- Provide reviews for exams

(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:

- Attends department advising workshops
- Participates in Department and Metro Advising activities (Majors Fair, Metro Open House, etc.)
- Writes letters of recommendation
- Uses appropriate forms (CAPP adjustments, advising waivers)
- Incorporates advising component into the class
- Provides career or graduate school advice to student
- Uses the **Banner Tracking** system
- Supervises an IDP, independent study, internship
- Maintains contacts in the industry to enhance career advising

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.

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, 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.

Activities that demonstrate scholarly activities may include:

- Publication of an article in a peer reviewed journal
- Publication of scholarly books or books of applied
- Publication of trade books, teaching lab or case books,

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| | (contribution to practice)
scholarship by respected
publishers | published by respected
publishers |
| ▪ Publication of 1 st edition or
revision of textbook by
respected publishers and
reviewed by peers | ▪ Publication of chapters in
edited scholarly books or
edited textbooks | ▪ Development of original
data base or software |
| ▪ Presentation of peer-
reviewed papers at
conferences | ▪ Publication of peer-
reviewed conference papers
in proceedings | ▪ Publication of course
supplements to texts |
| ▪ Publication of cases in
textbooks by respected
publishers | ▪ Publication of book review
or interview by peer
reviewed journal | ▪ Publication and
dissemination of cases by
respected academic or
professional organizations |
| ▪ Serving as a panelist at a
professional or academic
conference | ▪ Presentation of a non-peer
reviewed paper | ▪ Invited keynote speaker |
| ▪ Presentation of a workshop | ▪ Professional certification
(CPE or CEU to maintain
professional certification) | ▪ Serving as editor of a
preferred journal |

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, non-profit organizations, or government agencies.

Activities that demonstrate service may include:

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| ▪ Serving a term as defined
by committee bylaws on
department committees | ▪ Serving a term as defined
by committee bylaws on
school committees | ▪ Serving a term as defined
by committee bylaws on
university committees |
| ▪ Hosting student activities | ▪ Assisting with student
organizations | ▪ Unpaid public service or
consulting work to
community, business, or
professional organizations |
| ▪ Serving as a reviewer for a
peer reviewed journal or | ▪ Serving on the editorial
board of a peer reviewed | ▪ Serving as session chair or
discussant at a conference |

conference (at least 3 years)

journal

(multiple years or
conferences)

- Review texts or textbook supplements for a publisher
- Member of a local, state, national organization
- Provide media interviews
- Serving a local agency, non-profit, community group, etc.
- Serving on the board of a professional or community organization

EXPECTATIONS FOR TENURE & PROMOTION FROM ASSISTANT TO ASSOCIATE PROFESSOR

The Computer Information Systems department expects tenure track faculty to *Exceed Expectations* in at least two of the three areas of evaluation. If applicable, Faculty should at least *Meet Expectations* in the 3rd area of evaluation. It is expected that there be integration between discipline/course topics, scholarly activities, and service. Evaluation criteria:

TEACHING	SCHOLARLY ACTIVITY	SERVICE
<ul style="list-style-type: none"> ▪ Effectively use pedagogies ▪ Develop assignments that provide a practical application of course material ▪ Show effective classroom delivery, content, and design ▪ Demonstrate maintenance of currency in the discipline ▪ Implement suggestions of peer observers, as appropriate 	<ul style="list-style-type: none"> ▪ A minimum of 5 scholarly activities: ▪ At least 2 must be peer-reviewed/ with no more than 3 authors/ in-discipline articles, published or accepted for publication in Journals listed in Cabell's Directory by the time the tenure dossier is submitted. ▪ The balance of the 5 scholarly activities must be peer-reviewed/no more than three authors/in-discipline and published in conference proceedings ▪ Must maintain Academically Qualified (AQ) status every year of probationary period ▪ An additional peer-reviewed/ with no more than 3 authors/ in-discipline article, published or accepted for publication 	<ul style="list-style-type: none"> • Continuous service activities in multiple areas (department, school, university, professional, or community work related to discipline) that fit needs of the department and school • Make substantive contributions in service activities – more than attending meetings • Show continuous growth in service activities throughout the tenure-track years. This may include taking on increased responsibilities or serving in a leadership position • An <i>Exceeds Standards</i> rating will be considered based on the impact, relevance and amount of work involved with the service activity (ies).

	<p>in Journals listed in Cabell's Directory by the time the tenure dossier is submitted or additional two peer-reviewed/no more than three authors/in-discipline and published in conference proceedings articles will qualify the faculty member for a possible <i>Exceeds Standards</i> rating</p>	
<ul style="list-style-type: none"> ▪ Classroom observations by department faculty and implementation of suggestions, as appropriate ▪ Show SRI scores that are on average no more than 0.2 points below departmental mean values. SRI scores above 4.65 will qualify the faculty member for possible <i>Exceeds Standards</i> rating ▪ Actively participate in department and school assessment activities and implement changes as determined by department faculty ▪ Use Banner Tracking system to record sessions which includes writing notes on what was discussed/advised ▪ Participate in Dept advising activities such as, department training sessions, majors fairs, 		

Metro Open House, SOAR, etc.		
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EXPECTATIONS FOR POST-TENURE REVIEW

The Computer Information Systems department expects tenured faculty to at least *Meet Expectations* in all evaluation areas. It is expected that there be integration between discipline/course topics, scholarly activities, and service. Faculty is expected – at a minimum (*Meets Standards*) – to meet the following criteria:

TEACHING	SCHOLARLY ACTIVITY	SERVICE
<ul style="list-style-type: none"> ▪ Effectively use pedagogies 	<ul style="list-style-type: none"> ▪ Must maintain Academically Qualified (AQ) status every year of probationary period, i.e. produce at least (5) intellectual contributions during every five-year period. There must be at least (1) contribution from classification I or at least (3) contributions from classification II within the most recent five-year period. Once the minimum classification I or II criteria is met, classification III activities may be used to meet the minimum total of (5) intellectual contributions for the most recent five-year period. At least two contributions must be within the most recent two-year period. The two year period is the most recent two years the faculty member has been under contract with the University. For AQ Faculty, this may exclude time away for sabbatical or other 	<ul style="list-style-type: none"> • Continuous service activities in multiple areas (department, school, university, professional, or community work related to discipline) that fit needs of the department and school

<ul style="list-style-type: none"> ▪ Develop assignments that provide a practical application of course material ▪ Show effective classroom delivery, content, and design ▪ Demonstrate maintenance of currency in the discipline ▪ Implement suggestions of 	<p>approved leave of absence</p> <ul style="list-style-type: none"> ▪ Journal contributions must be peer-reviewed/ with no more than 3 authors/ in-discipline articles, published or accepted for publication in Journals listed in Cabell's Directory by the time the PTR dossier is submitted. Conference papers must be peer-reviewed/no more than three authors/in-discipline and published in conference proceedings ▪ An additional peer-reviewed/ with no more than 3 authors/ in-discipline article, published or accepted for publication in Journals listed in Cabell's Directory by the time the PTR dossier is submitted or additional two peer-reviewed/no more than three authors/in-discipline and published in conference proceedings will qualify the faculty member to be considered for a possible <i>Exceeds Standards</i> rating 	<ul style="list-style-type: none"> • Make substantive contributions in service activities – more than attending meetings • Show continuous growth in service activities throughout the evaluation period. This may include taking on increased responsibilities or serving in a leadership position • An <i>Exceeds Standards</i> rating will be considered based on the impact, relevance and amount of work involved with the service activity (ies).
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<p>peer observers, as appropriate</p> <ul style="list-style-type: none"> ▪ Classroom observations by department faculty and implementation of suggestions, as appropriate ▪ Show SRI scores on the second question of the evaluation form that are on average no less than 4.0 in value. SRI scores above 4.65 will qualify the faculty member for possible <i>Exceeds Standards</i> rating ▪ Actively participate in department and school assessment activities and implement changes as determined by department faculty ▪ Use Banner Tracking system to record sessions which includes writing notes on what was discussed/advised ▪ Participate in Dept advising activities such as, department training sessions, majors fairs, Metro Open House, SOAR, etc. 		
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EXPECTATIONS FOR PROMOTION FROM ASSOCIATE PROFESSOR TO PROFESSOR

The Computer Information Systems department expects candidates for promotion to Professor to at least *Meet Expectations* in all evaluation areas. It is expected that there be integration between discipline/course topics, scholarly activities, and service. Faculty is expected – at a minimum (*Meets Standards*) – to meet the following criteria:

TEACHING	SCHOLARLY ACTIVITY	SERVICE
<ul style="list-style-type: none"> ▪ Effectively use pedagogies ▪ Develop assignments that provide a practical application of course material ▪ Show effective classroom delivery, content, and design ▪ Demonstrate maintenance of currency in the discipline 	<ul style="list-style-type: none"> ▪ A minimum of 5 scholarly activities since promotion to Associate Professor: ▪ At least 3 must be peer-reviewed/ with no more than 3 authors/ in-discipline articles, published or accepted for publication in Journals listed in Cabell's Directory by the time the promotion dossier is submitted. ▪ Must maintain Academically Qualified (AQ) status every year of evaluation period, i.e. produce at least (5) intellectual contributions during every five-year period. There must be at least (1) contribution from classification I or at least (3) 	<ul style="list-style-type: none"> • Continuous service activities in multiple areas (department, school, university, professional, or community work related to discipline) that fit needs of the department and school • Make substantive contributions in service activities – more than attending meetings • Show continuous growth in service activities throughout the evaluation period. This may include taking on increased responsibilities or serving in a leadership position • An <i>Exceeds Standards</i> rating will be considered based on the impact, relevance and amount of work involved with the service activity (ies).

	<p>contributions from classification II within the most recent five-year period. Once the minimum classification I or II criteria is met, classification III activities may be used to meet the minimum total of (5) intellectual contributions for the most recent five-year period. At least two contributions must be within the most recent two-year period. The two year period is the most recent two years the faculty member has been under contract with the University. For AQ Faculty, this may exclude time away for sabbatical or other approved leave of absence</p>	
<ul style="list-style-type: none"> Implement suggestions of peer observers, as appropriate 	<ul style="list-style-type: none"> An additional peer-reviewed/ with no more than 3 authors/ in-discipline article, published or accepted for publication in Journals listed in Cabell's Directory by the time the promotion dossier is submitted or additional two peer-reviewed/no more than three authors/in-discipline and published in conference proceedings will qualify the faculty member to be considered for a possible <i>Exceeds Standards</i> rating 	
<ul style="list-style-type: none"> Classroom observations by department faculty and 	<ul style="list-style-type: none"> An average of at least one category I scholarly activity 	

<p>implementation of suggestions, as appropriate</p> <ul style="list-style-type: none"> ▪ Show SRI scores on the second question of the evaluation form that are on average no less than 4.0 in value. SRI scores above 4.65 will qualify the faculty member for possible <i>Exceeds Standards</i> rating ▪ Actively participate in department and school assessment activities and implement changes as determined by department faculty ▪ Use Banner Tracking system to record sessions which includes writing notes on what was discussed/advised ▪ Participate in Dept advising activities such as, department training sessions, majors fairs, Metro Open House, SOAR, etc. 	<p>every 4 years since promotion to Associate Professor.</p>	
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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/peer 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.