

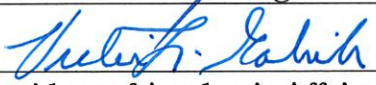


METROPOLITAN STATE UNIVERSITY OF DENVER  
COLLEGE OF BUSINESS

COMPUTER INFORMATION SYSTEMS and BUSINESS ANALYTICS  
DEPARTMENT

FACULTY EVALUATION GUIDELINES  
Effective July 1, 2017

DEPARTMENT GUIDELINES REVIEW			
	Approve	Disapprove	Date
 Department Chair	✓		2/1/17
Reviewed and approved by Committee of Department Chairs As noted in minutes of meeting dated 2/1/17			
 Dean of College	✓		2/1/17
 Vice President of Academic Affairs/Provost	✓		5-24-17

# **COMPUTER INFORMATION SYSTEMS and BUSINESS ANALYTICS DEPARTMENT**

## **MISSION STATEMENT**

The Computer Information Systems and Business Analytics 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 and Business Analytics Department provides undergraduate major and minor programs in information systems. We also offer courses in information systems and quantitative methods to College of Business students, and applied computer courses to students university-wide.

## **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.

As per Handbook policy of October 1, 2015:

V.C.4.h. Guidelines should be reviewed annually, but only updated if deemed necessary. If Department Guidelines are changed, the Chair must submit the current Department Guidelines and revised Department Guidelines, highlighting and explaining the rationale for any changes, to the College/School Committee of Department Chairs, the College/School Dean, and Provost for approval no later than March 1 of each year. The Provost may make revisions to such guidelines. The revised guidelines will be effective immediately for faculty hired in the next academic year. For untenured faculty members the revised guidelines will be effective upon completion of their tenure/early tenure review. For tenured faculty members the revised guidelines will be effective upon completion of their next significant evaluation (i.e., promotion or post-tenure review) or immediately, if the next significant evaluation is more than three years away. Under extremely rare circumstances, changes can be made effective immediately (triggered, for example, by discipline-specific accreditation standards) if a majority of tenure-line faculty in an academic department and the relevant College/School Dean agree such changes are needed and reasonable.

These evaluation guidelines are effective for tenured faculty starting a new 5 year PTR evaluation period (cycle) on or after January 1, 2017, and to faculty hired onto a tenure-track appointment on or after January 1, 2017. These guidelines will be in effect for those tenured faculty members with a PTR review in 2021 or later. Faculty to be reviewed for PTR in 2018, 2019 and 2020 will be reviewed using the 2014 departmental guidelines.

## 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.

Meets Standards

This rating represents a level of performance that demonstrably and substantially meets the 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

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.

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.



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

While criteria for the Areas of Performance are stated in this section of the *Handbook*, guidelines must specify the standards for each rating (Meets Standards, Needs Improvement) pertaining to each criterion listed below, and must provide examples of activities for each rating except for a “Needs Improvement” rating.

### 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 | ▪ 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
  - Course objectives, learning objectives, assignments, assessments are consistent
  - Develop a detailed course outline for students
  - Syllabus clearly states grading policies
  - Attends teaching workshops/seminars and implements new ideas
  - Develops assignments, class activities, assessment instruments that provide students with opportunities to apply course content
  - Develop new courses
  - Revise Regular Course syllabi as needed
  - Active learning opportunities
  - Peer-to-peer 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
  - Incorporates technology into the class
  - Attends teaching workshops/seminars and implements new ideas
  - Communicate class/chapter/course objectives
  - Provide additional materials to students via website, Blackboard, etc.
  - Use of group activities
  - Organization and preparation of the course

(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 course learning objectives
- Develop multiple types of assessments to meet needs of diverse learning styles
- Ensure all graded work is made available to students 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 their 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
- Uses appropriate forms
- Uses the **Degree Works or currently** system available to store advising notes
- Participates in Department and Metro Advising activities (Majors Fair, Metro Open House, etc.)
- Incorporates advising component into the class
- Supervises an IDP, independent study, internship
- Writes letters of recommendation
- Provides career or graduate school advice to student
- 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 (See CBUS Faculty Qualifications Policy for current acceptable activities):

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| ▪ Publication of an article in a peer reviewed journal   | ▪ Publication of scholarly books or books of applied (contribution to practice) scholarship by respected publishers | ▪ Publication of trade books, teaching lab or case books, published by respected publishers  |
| ▪ Publication of 1 <sup>st</sup> 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:

- Serving a term as defined by committee bylaws on department committees
- Hosting student activities
- Serving as a reviewer for a peer reviewed journal or conference (at least 3 years)
- Review texts or textbook supplements for a publisher
- Member of a local, state, national organization
- Serving a term as defined by committee bylaws on school committees
- Assisting with student organizations
- Serving on the editorial board of a peer reviewed journal
- Provide media interviews
- Serving a local agency, non-profit, community group, etc.
- Serving a term as defined by committee bylaws on university committees
- Unpaid public service or consulting work to community, business, or professional organizations
- Serving as session chair or discussant at a conference (multiple years or conferences)
- Serving on the board of a professional or community organization



## EXPECTATIONS FOR TENURE & PROMOTION FROM ASSISTANT TO ASSOCIATE PROFESSOR

The Computer Information Systems and Business Analytics department expects tenure track faculty to *Meet Expectations* in all three areas of evaluation according to any of the following **three evaluation paths**. It is expected that there be integration between discipline/course topics, scholarly activities, and service. When submitting the portfolio the faculty member must state the path that should be used to evaluate performance. If a path is not designated by the faculty member the default path will be path one.

### Path ONE Evaluation criteria:

TEACHING	SCHOLARLY ACTIVITY	SERVICE
<ul style="list-style-type: none"> <li>▪ Effectively use pedagogies as measured by SRIs or other means</li>   <li>▪ Develop assignments that provide a practical application of course material</li>   <li>▪ Show effective classroom delivery, content, and design</li>   <li>▪ Demonstrate maintenance of currency in the discipline</li> </ul>	<ul style="list-style-type: none"> <li>▪ A minimum of 5 scholarly activities published or entered into after beginning as a tenure track faculty member in the department::</li>   <li>▪ At least 3 must be peer-reviewed journal articles/ with no more than 3 authors/ related to the discipline, published or accepted for publication in CBUS-approved policy journals by the time the tenure dossier is submitted.</li>   <li>▪ The balance of the 5 scholarly activities must be peer-reviewed/no more than three authors/related to the discipline and published in conference proceedings</li>   <li>▪ Must maintain Scholarly Academic (SA) status every year of probationary period (See CBUS Policy for Faculty Qualifications)</li> </ul>	<ul style="list-style-type: none"> <li>• Continuous service activities in multiple areas (department, college, university, professional, or community work related to discipline) that fit needs of the department and college</li>   <li>• Make substantive contributions in service activities – more than attending meetings</li>   <li>• Show continuous growth in service activities throughout the tenure-track years. This may include taking on increased responsibilities or serving in a leadership position</li> </ul>

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| <ul style="list-style-type: none"> <li>▪ Implement suggestions of peer observers, as appropriate</li> <br/> <li>▪ Weighted average SRI score of 5.0 or above for question two. SRI scores shall be considered as one factor of many in the overall evaluation of teaching. The weighted average is calculated using the number of student responses times the section average and includes all instructed sections regardless of size.</li> <br/> <li>▪ Actively participate in department and school assessment activities and implement changes as determined by department faculty</li> <br/> <li>▪ Use Degree Works (or currently available system) to record sessions which includes writing notes on what was discussed/advised</li> <br/> <li>▪ Participate in departmental advising activities such as department training sessions, majors fairs, Metro Open House, SOAR, etc.</li> </ul> |  |  |
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**Path TWO Evaluation criteria:**

TEACHING	SCHOLARLY ACTIVITY	SERVICE
<ul style="list-style-type: none"> <li>▪ Effectively use pedagogies as measured by SRIs or other means</li>   <li>▪ Develop assignments that provide a practical application of course material</li>   <li>▪ Show effective classroom delivery, content, and design</li>   <li>▪ Demonstrate maintenance of currency in the discipline</li>   <li>▪ Implement suggestions of peer observers, as appropriate</li>   <li>▪ Weighted average SRI score of 5.0 or above for question two. SRI scores</li> </ul>	<ul style="list-style-type: none"> <li>▪ A minimum of 5 scholarly activities published or entered into after beginning as a tenure track faculty member in the department:</li>   <li>▪ At least 2 must be peer-reviewed journal articles/ with no more than 3 authors/ related to the discipline, published or accepted for publication in CBUS-approved policy journals by the time the tenure dossier is submitted.</li>   <li>▪ The balance of the 5 scholarly activities must be peer-reviewed/no more than three authors/related to the discipline and published in conference proceedings</li>   <li>▪ Must maintain Scholarly Academic (SA) status every year of probationary period (See CBUS Policy for Faculty Qualifications)</li> </ul>	<ul style="list-style-type: none"> <li>• Continuous service activities in multiple areas (department, college, university, professional, or community work related to discipline) that fit needs of the department and college</li>   <li>• Make substantive contributions in service activities – more than attending meetings</li>   <li>• Show continuous growth in service activities throughout the tenure-track years. This may include taking on increased responsibilities or serving in a leadership position</li>   <li>• <i>A Meets Standards</i> rating will be assigned based on exceptional impact, relevance and amount of work involved with the service activity (ies).</li> </ul>



<p>shall be considered as one factor of many in the overall evaluation of teaching. The weighted average is calculated using the number of student responses times the section average and includes all instructed sections regardless of size.</p> <ul style="list-style-type: none"> <li>▪ Actively participate in department and school assessment activities and implement changes as determined by department faculty</li> <li>▪ Use Degree Works (or currently available system) to record sessions which includes writing notes on what was discussed/advised</li> <li>▪ Participate in departmental advising activities such as department training sessions, majors fairs, Metro Open House, SOAR, etc.</li> </ul>		
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**Path THREE Evaluation criteria:**

TEACHING	SCHOLARLY ACTIVITY	SERVICE
<ul style="list-style-type: none"> <li>▪ Effectively use pedagogies as measured by SRIs or other means</li>   <li>▪ Develop assignments that provide a practical application of course material</li>   <li>▪ Show effective classroom delivery, content, and design</li>   <li>▪ Demonstrate maintenance of currency in the discipline</li>   <li>▪ Implement suggestions of peer observers, as appropriate</li>   <li>▪ Weighted average SRI score of 4.5 or above for question two. SRI scores shall be considered as one</li> </ul>	<ul style="list-style-type: none"> <li>▪ A minimum of 5 scholarly activities published or entered into after beginning as a tenure track faculty member in the department:</li>   <li>▪ At least 3 must be peer-reviewed journal articles/ with no more than 3 authors/ related to the discipline, published or accepted for publication in CBUS-approved policy journals by the time the tenure dossier is submitted.</li>   <li>▪ The balance of the 5 scholarly activities must be peer-reviewed/no more than three authors/related to the discipline and published in conference proceedings</li>   <li>▪ Must maintain Scholarly Academic (SA) status every year of probationary period (See CBUS Policy for Faculty Qualifications)</li> </ul>	<ul style="list-style-type: none"> <li>• Continuous service activities in multiple areas (department, college, university, professional, or community work related to discipline) that fit needs of the department and college</li>   <li>• Make substantive contributions in service activities – more than attending meetings</li>   <li>• Show continuous growth in service activities throughout the tenure-track years. This may include taking on increased responsibilities or serving in a leadership position</li>   <li>• <i>A Meets Standards</i> rating will be assigned based on exceptional impact, relevance and amount of work involved with the service activity (ies).</li> </ul>

factor of many in the overall evaluation of teaching. The weighted average is calculated using the number of student responses times the section average and includes all instructed sections regardless of size.

- Actively participate in department and school assessment activities and implement changes as determined by department faculty
- Use Degree Works to record sessions which includes writing notes on what was discussed/advised
- Participate in departmental advising activities such as department training sessions, majors fairs, Metro Open House, SOAR, etc.

#### EXPECTATIONS FOR POST-TENURE REVIEW



The Computer Information Systems and Business Analytics department expects tenured faculty to *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"> <li>▪ Effectively use pedagogies as measured by SRIs or other means</li>   <li>▪ Develop assignments that provide a practical application of course material</li>   <li>▪ Show effective classroom delivery, content, and design</li>   <li>▪ Demonstrate maintenance of currency in the discipline</li>   <li>▪ Weighted average SRI score of 4.5 or above for question two. SRI scores</li> </ul>	<ul style="list-style-type: none"> <li>▪ Must maintain Scholarly Academic (SA) status every year (See CBUS Policy for Faculty Qualifications) or maintain Practicing Academic (PA) status with a PA plan approved by the department chair and dean</li>   <li>▪ Two peer-reviewed journal articles related to the discipline, published or accepted for publication in CBUS-approved policy journals by the time the PTR dossier is submitted.</li>   <li>▪ Department chair's scholarly expectations are those included in the</li> </ul>	<ul style="list-style-type: none"> <li>• Continuous service activities in multiple areas (department, college, university, professional, or community work related to discipline) that fit needs of the department and college</li>   <li>• Make substantive contributions in service activities – more than attending meetings</li>   <li>• Show continuous growth in service activities throughout the evaluation period. This may include taking on increased responsibilities or serving in a leadership position</li> </ul>

<p>shall be considered as one factor of many in the overall evaluation of teaching. The weighted average is calculated using the number of student responses times the section average and includes all instructed sections regardless of size.</p> <ul style="list-style-type: none"> <li>▪ Actively participate in department and college assessment activities and implement changes as determined by department faculty</li> <li>▪ Use Degree Works (or currently available system) to record sessions which includes writing notes on what was discussed/advised</li> <li>▪ Participate in departmental advising activities such as department training sessions, majors fairs, Metro Open House, SOAR, etc.</li> </ul>	<p>approved CBUS Policy for chairs and deans.</p>	
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## EXPECTATIONS FOR PROMOTION FROM ASSOCIATE PROFESSOR TO PROFESSOR

The Computer Information Systems and Business Analytics department expects candidates for promotion to Professor to *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"> <li>▪ Effectively use pedagogies as measured by SRIs or other means</li> <li>▪ Develop assignments that provide a practical application of course material</li> <li>▪ Show effective classroom delivery, content, and design</li> <li>▪ Demonstrate maintenance of currency in the discipline</li> <li>▪ Weighted average SRI score of 4.5 or above for question two. SRI scores</li> </ul>	<ul style="list-style-type: none"> <li>▪ A minimum of 5 scholarly activities since promotion to Associate Professor: At least 3 must be peer-reviewed journals/ with no more than 3 authors/ related to the discipline articles, published or accepted for publication in CBUS-approved policy journals by the time the promotion dossier is submitted.</li> <li>▪ Must maintain Scholarly Academic (SA) status every year of evaluation period, (See CBUS Policy for Faculty Qualifications).</li> </ul>	<ul style="list-style-type: none"> <li>• Continuous service activities in multiple areas (department, college, university, professional, or community work related to discipline) that fit needs of the department and college</li> <li>• Make substantive contributions in service activities – more than attending meetings</li> <li>• Show continuous growth in service activities throughout the evaluation period. This may include taking on increased responsibilities or serving in a leadership position</li> </ul>



shall be considered as one factor of many in the overall evaluation of teaching. The weighted average is calculated using the number of student responses times the section average and includes all instructed sections regardless of size.

- Actively participate in department and college assessment activities and implement changes as determined by department faculty
- Use Degree Works (or currently available system) to record sessions which includes writing notes on what was discussed/advised
- Participate in departmental advising activities such as, department training sessions, majors fairs, Metro Open House, SOAR, etc.

## CRITERIA FOR EMERITUS STATUS OF FACULTY

According to MSU Denver's *Handbook for Professional Personnel*, "All faculty who have completed ten years or more of full-time service at the University shall be eligible at the time of their retirement for an emeritus title equivalent to their highest professional rank. Faculty who participate in the transitional retirement program or who continue to teach full-time at the University after retirement are considered to be members of the faculty and therefore are not eligible for emeritus status" (pg. 36). A department chair or any faculty member of the department may nominate faculty for emeritus status.

In addition to these basic requirements of the University, Emeritus Status in the Marketing Department requires the following.

- Faculty member consistently exceeded the College of Business requirements to be classified as SA, PA, SP or IP required of their position.
- Have a teaching history that significantly and consistently exceeded the Department's minimum standard for teaching, such as weighted average SRIs of 4.5 or higher, participating in advising and assessment, and other student involvement and support.
- Have a record of service at all three levels of the university (Department, College, and University), as well as service to the community and the profession.
- Have a desire to continue involvement with the Department, the College of Business, and the University.

Once a person is nominated, the Department Chair will substantiate that the nominee has satisfied the requirements above. The nomination must then be endorsed by the majority of the full-time faculty members of the department and by the Dean of the College of Business, who then will forward the recommendation to the Provost. If the Provost agrees with the nomination, he or she will forward the nomination to the President of the University. If the President concurs, he or she will forward the nomination to the Board of Trustees for final approval.

The benefits for an Emeritus Faculty member are outlined in the *Handbook for Professional Personnel*.

## EVALUATION & EXPECTATIONS OF AFFILIATE FACULTY

TEACHING	SCHOLARLY ACTIVITY	SERVICE
<ul style="list-style-type: none"> <li>▪ Effectively use pedagogies as measured by SRIs or other means</li> <li>▪ Include activities and/or assignments that provide a practical application of course material</li> <li>▪ Show effective classroom delivery, content, and design</li> <li>▪ Shall be observed once in their first semester of teaching. Continuing affiliate faculty will be observed once per year</li> <li>▪ Implement suggestions of peer observers, as appropriate</li> <li>▪ Weighted average SRI score of 4.5 or above for question two. SRI scores shall be considered as one factor of many in the overall evaluation of teaching. The weighted average is calculated using the number of student responses times the section average and includes all instructed sections regardless of size.</li> <li>▪ Actively participate in department and school assessment activities</li> <li>▪ Meet contractual obligations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrate maintenance of currency in the discipline per CBUS-approved policy</li> </ul>	



## EVALUATION AND EXPECTATIONS OF CATEGORY II FACULTY

### Teaching a 5/5 load

Category II faculty who wish to be reappointed must undergo a comprehensive review by submitting a portfolio as stated in Section VI of the Handbook.

TEACHING	SCHOLARLY ACTIVITY	SERVICE
<ul style="list-style-type: none"><li>▪ Effectively use pedagogies as measured by SRIs or other means</li><li>▪ Include activities and/or assignments that provide a practical application of course material</li><li>▪ Show effective classroom delivery, content, and design</li><li>▪ Shall be observed once in their first semester of teaching. Continuing affiliate faculty will be observed once per year</li><li>▪ Implement suggestions of peer observers, as appropriate</li><li>▪ Weighted average SRI score of 4.5 or above for question two. SRI scores shall be considered as one factor of many in the overall evaluation of teaching. The weighted average is calculated using the number of student responses times the section average and includes all instructed sections regardless of size.</li><li>▪ Actively participate in department and school assessment activities</li></ul>	<ul style="list-style-type: none"><li>▪ Demonstrate maintenance of currency in the discipline per CBUS-approved policy</li></ul>	

- Meet contractual obligation

## EVALUATION AND EXPECTATIONS OF CATEGORY II FACULTY

### Teaching a 4/4 load

Category II faculty who wish to be reappointed must undergo a comprehensive review by submitting a portfolio as stated in Section VI of the Handbook.

TEACHING	SCHOLARLY ACTIVITY	SERVICE
<ul style="list-style-type: none"> <li>▪ Effectively use pedagogies as measured by SRIs or other means</li> <li>▪ Include activities and/or assignments that provide a practical application of course material</li> <li>▪ Show effective classroom delivery, content, and design</li> <li>▪ Shall be observed once in their first semester of teaching. Continuing affiliate faculty will be observed once per year</li> <li>▪ Implement suggestions of peer observers, as appropriate</li> <li>▪ Weighted average SRI score of 4.5 or above for question two. SRI scores shall be considered as one factor of many in the overall evaluation of teaching. The weighted average is calculated using the number of student responses times the section average and includes all instructed sections regardless of size.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrate maintenance of currency in the discipline per CBUS-approved policy</li> </ul>	<ul style="list-style-type: none"> <li>▪ Attend department meetings</li> <li>▪ Service activities in 2 of the 5 areas (department, school, university, professional, or community work related to the discipline)</li> </ul>