

**School of Professional Studies, Department of Criminal
Justice and Criminology
Faculty Evaluation Guidelines for Retention, Tenure,
Promotion, and Post-Tenure Review**

CJC

Faculty Evaluation Guidelines for Retention, Tenure, and Promotion to Associate Professor

The following guidelines apply to tenure-track faculty and incorporate changes to the Handbook for Professional Personnel, passed by the Board of Trustees in July of 2011.

Faculty must meet all Handbook for Professional Personnel obligations, contractual standards as outlined in the appendix of this document, have a record of conduct consistent with professional standards, and show sustained growth in all three evaluation areas to be considered for tenure and promotion to Associate Professor.

The School of Professional Studies is committed to a holistic view of the tenure candidate in terms of evaluating his/her performance as part of the big picture of the work and accomplishments in all three areas over the six year review period. In order to achieve tenure and promotion to associate professor, a candidate must show evidence of effective teaching as well as demonstrate proficiency in the two other evaluation areas based on the guidelines.

FACULTY MUST MEET ALL OF THE FOLLOWING CRITERIA FOR EACH EVALUATION AREA TO BE ELIGIBLE FOR TENURE AND PROMOTION TO ASSOCIATE PROFESSOR.

DEPARTMENT MISSION STATEMENT:

The mission of the Department of Criminal Justice and Criminology at Metropolitan State University of Denver is to engage students in the scientific study of crime, criminality, other forms of social deviance, and the official response to crime by law enforcement, the criminal courts and the correctional system. To that end, the department seeks to address the special needs of adult learners and to prepare them to move into criminal justice careers or post graduate work as liberally educated, intellectually mature, ethically aware, and culturally sensitive people. The degree will provide students with knowledge of, and the ability to analyze the nature and causes of crime and victimization, criminal processes, criminal justice organizations and the agency practices, as well as the law and the legal system. Moreover, the program requires students to critically examine how social justice is administered in a diverse and global society.

Departmental Goals:

To achieve its mission CJC has established the following goals and objectives:

- a. To employ faculty who have appropriate academic training in relevant disciplines; who demonstrate excellence in teaching, are actively involved in professional development and research, as well as service to the University and the community;

- b. To offer a curriculum that is designed to meet ACJS certification standards and positively impacts the criminal justice community by providing a well-rounded educational program;
- c. To develop new strategies and innovative approaches to delivering courses;
- d. To engage students in actively pursuing a criminal justice career;
- e. To educate and prepare students for entry-level positions in criminal justice industry by using an approach that integrates both academic and professional experience;
- f. To encourage students to become lifelong learners and prepare them for graduate study; and
- g. To assist students in the development of a professional demeanor with an attitude that promotes continued professional growth and individual development.

Rating Scale: The following rating scale must be applied to each criterion.

Meets Standards - This rating represents a level of performance that meets the basic standard for tenure and promotion. Sustained performance at this level is required to support an application for tenure and/or promotion.

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 and/or tenure.

I. Teaching:

The School of Professional Studies values quality teaching with a focus on student learning that supports development of the knowledge and skills necessary to be an effective professional in the field. Earning tenure requires faculty to continue professional growth and development. In the teaching area, this may include participating in activities such as faculty learning communities, peer observation cohorts, and/or workshops and conferences focused on teaching. Faculty members are encouraged to employ innovative and creative teaching methods and technology that stimulate learning through a multifaceted teaching and learning environment. Given the diverse nature of our student body, teaching and advising that supports student success and increases cultural awareness is highly valued.

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. 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.
- 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 (e.g., advice on an appropriate schedule to facilitate graduation), and answers to questions relating to a discipline.

FACULTY SHALL DEMONSTRATE EXCELLENCE IN TEACHING BY MEETING THE
FOLLOWING TEACHING CRITERIA:

1. Content Expertise:

- Updating courses taught and staying current in information presented in classes.
- Provide course syllabi to students within first two weeks of the semester
- Preparation for lecture as evidenced by:
 - PowerPoint presentations (or equivalent)
 - Handouts
 - Course text(s)
 - Class exercises
 - Guest speakers
 - Other course materials
- Currency in the field as evidenced by using additional readings, field trips/tours, and/or other class activities
- Use of technology as evidenced by:
 - Interactive activities in classrooms
 - Online course discussions

2. Instructional Design:

- Involved in curriculum development and maintenance.
- Creating and modifying Blackboard for a course
- Developing new courses and creating courses in a new, i.e., hybrid/online format, as needed

3. Instructional Delivery:

- Demonstrates appropriate and effective use of class delivery to achieve course objectives.
- SRI's are conducted and are in line with the department norm.
 - SRI scores should be averaged at or above 4.0 OR consistently trending toward improvements in line with departmental norms over the course of the six year period.
- At least one summative peer review must be included in the tenure portfolio. Additional formative peer evaluations may be required by the department.
 - ***The criteria/rating scale is T.B.A.**

4. Instructional Assessment:

- Actively participates in effective evaluation of individual students, individual courses, and program, including yearly assessment reports, program review, and accreditation.
- Assessing student learning objectives as evidenced by the following:
 - Quantitative and/or Qualitative grading as evidenced by compliance with official syllabi
 - Multiple-choice exams
 - Research Papers
 - Essay Exams
 - Oral Presentations (upper division)
 - Timely return of assignments as evidenced by delivery of verbal and/or written feedback to students

5. Advising

- Meets Handbook requirements and departmental norms for posting of hours, keeping schedule, use of alternative means of advising, meeting with students at other times as needed, and other requirements for advising
- Maintain 5 regular office hours per week
 - Notifying Administrative Assistant and Chair of Department, ahead of time, if you cancel/modify office hours
 - Make up missed office hours unless absence is excused (officially sanctioned duties/activities)
- Willingness to meet with students by appointment
- Uses BANNER for advising contacts.
 - To analyze CAPP reports
 - To make CAPP adjustments
 - To track (TRACKING) student advising sessions
- Write letters of recommendation for students
- Developmental advising (e.g., providing career and/or graduate school information)
- Knowledge of transfer issues and articulation agreements

II. Scholarly Activities:

The School of Professional Studies values faculty scholarship and expects faculty to engage in ongoing professional development to remain current in their areas of expertise through activities such as participating in trainings, workshops, conferences, and/or certification processes. In addition, faculty must participate in the scholarly discussions by sharing their knowledge via presentations, publications, and other appropriate forms of scholarship in forums in which scholarly activities are peer reviewed. We encourage faculty to engage in collaborative forms of scholarship and we support a broad definition

of scholarship which includes the scholarship of teaching and learning and the scholarship of application as defined in the Boyer model for scholarship.

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, and depending on the specific Department Guidelines, 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.

FACULTY SHALL DEMONSTRATE EXCELLENCE IN SCHOLARLY ACTIVITIES BY MEETING THE FOLLOWING SCHOLARLY ACTIVITY CRITERIA:

1. Publication, Exhibition, or Grant Activity

- A minimum of one publication (or acceptance) of a paper in a peer reviewed journal or exhibition of creative work(s) in a juried show or presentation of creative works in an adjudicated or auditioned performance. Scholarly writing will be evaluated on its merits with no distinction made between single or multiple authorship.

OR

- Publication of a scholarly book, textbook, booklet or book chapter by a nationally recognized publisher. Scholarly writing will be evaluated on its merits with no distinction made between single or multiple authorship.

OR

- Receiving a sizable competitive grant from a recognized external entity that helps the faculty member produce a product (e.g., paper, media production, etc.). No distinction will be made between participation as principle or co-principle investigator on the grant or those who make a significant to the grant work.

2. Presentations:

- A minimum of three peer reviewed presentations of the faculty member's original work in a department approved professional meeting/conference. If the faculty member has published or has in publication a scholarly book or textbook, no peer reviewed or invited presentations are required.
 - Participation in local, regional, national/international professional conferences may include but are not limited to the following example(s):
 - Paper presentation
 - Poster presentation
 - Panel discussant
 - Roundtable discussant
 - Conference workshops

3. Advanced Study:

- Advanced study to stay current in the field or learn new information/skills.

4. Other Activity:

- Other departmentally defined activities.

**Note: With regard to scholarly writing, it should be evaluated on its merits with no distinction made between single or multiple authorship. Also, no distinction will be made between print and online journals or impact factor scores. With regard to receivership of grants, decisions regarding the competitiveness and quality (source and amount) of the grant, shall be made by the department's retention, tenure and promotion committee, in consultation with the chair of the department and the faculty member/candidate. Additionally, no distinction shall be made in regards to level of participation, i.e. principle or co-principle investigator versus other roles, on the grant.*

III. Service:

The School of Professional Studies is committed to service that supports students; that creates a climate that is respectful and supportive of diversity; and that supports the mission of the Department, the School of Professional Studies, and the University. Faculty are expected to engage in service on an ongoing basis throughout their career at Metro though the type and nature of the service may vary. We define community service

as unpaid work done at the local, state, national and/or international level which utilizes the faculty member's skills and expertise to create positive community change and/or that supports our students to achieve their educational and career goals.

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.

FACULTY SHALL DEMONSTRATE EXCELLENCE IN SERVICE BY MEETING THE FOLLOWING SERVICE CRITERIA:

Demonstration of significant accomplishment and contribution in some combination of or intense focus in the following service activities:

- Within the institution at the University, school, department, and program level.
 - University: Department, School and/or University Level Committees
 - Participation on multi-level committees and subcommittees (or willingness to serve with or without opportunities)
 - Leadership (chair and/or co-chair) on multi-level committees and subcommittees (or willingness to serve with or without opportunities)
- Outside the institution in the community and profession.
 - Community Organizations
 - Serving as volunteer to community/government/not for profit agency
 - Professional Community Organizations
 - Serving as volunteer to professional organization (e.g., conference organizer)
 - Other internal/external activities which include but are not limited to the following example(s):
 - Participation in open house event
 - Recruitment events
 - Advising and/or career events

Faculty Evaluation Guidelines for Promotion to Full Professor

The following guidelines apply to tenured faculty and incorporate changes to the Handbook for Professional Personnel, passed by the Board of Trustees in July of 2011.

Faculty must meet all Handbook for Professional Personnel obligations, contractual standards as outlined in the appendix of this document, have a record of conduct consistent with professional standards, and show sustained growth in all three evaluation areas to be considered for promotion to Full Professor.

The School of Professional Studies is committed to a holistic view of the promotion candidate in terms of evaluating his/her performance as part of the big picture of the work and accomplishments in all three areas. In order to achieve promotion to full-professor, a candidate must show evidence of excellence in teaching as well as in the two other evaluation areas based on the guidelines since the faculty member's last major review.

FACULTY MUST MEET ALL OF THE FOLLOWING CRITERIA FOR EACH EVALUATION AREA TO BE ELIGIBLE FOR PROMOTION TO FULL PROFESSOR.

Activities must be completed after receiving tenure and promotion to associate professor.

I. Teaching:

The School of Professional Studies values quality teaching with a focus on student learning that supports development of the knowledge and skills necessary to be an effective professional in the field. Promotion to Full Professor requires faculty to continue professional growth and development. In the teaching area, this may include participating in activities such as faculty learning communities, peer observation cohorts, and/or workshops and conferences focused on teaching. Faculty members are encouraged to employ innovative and creative teaching methods and technology that stimulate learning through a multifaceted teaching and learning environment. Given the diverse nature of our student body, teaching and advising that supports student success and increases cultural awareness is highly valued.

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. 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.
- 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 (e.g., advice on an appropriate schedule to facilitate graduation), and answers to questions relating to a discipline.

**FACULTY SHALL DEMONSTRATE EXCELLENCE IN TEACHING BY MEETING THE
FOLLOWING TEACHING CRITERIA:**

1. Content Expertise:

- Updating courses taught and staying current in information presented in classes.

2. Instructional Design:

- Involved in curriculum development and maintenance.

3. Instructional Delivery:

- Demonstrates appropriate and effective use of class delivery to achieve course objectives.
- SRI's are conducted and are in line with the department norm.
- At least one summative peer review must be included in the promotion portfolio. Additional formative peer evaluations may be required by the department.

4. Instructional Assessment:

- Actively participates in effective evaluation of individual students, individual courses, and program, including yearly assessment reports, program review, and, if a program is accredited, accreditation.

5. Advising

- Meets Handbook requirements and departmental norms for posting of hours, keeping schedule, use of alternative means of advising, meeting with students at other times as needed, and other requirements for advising
- Uses BANNER for advising contacts.

II. Scholarly Activities:

The School of Professional Studies values faculty scholarship and expects faculty to engage in ongoing professional development to remain current in their areas of expertise through activities such as participating in trainings, workshops, conferences, and/or certification processes. In addition, faculty must participate in the scholarly discussions by sharing their knowledge via presentations, publications, and other appropriate forms

of scholarship in forums in which scholarly activities are peer reviewed. We encourage faculty to engage in collaborative forms of scholarship and we support a broad definition of scholarship which includes the scholarship of teaching and learning and the scholarship of application as defined in the Boyer model for scholarship.

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, and depending on the specific Department Guidelines, 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.

FACULTY SHALL DEMONSTRATE EXCELLENCE IN SCHOLARLY ACTIVITIES BY MEETING THE FOLLOWING SCHOLARLY ACTIVITY CRITERIA:

The faculty member must complete peer reviewed or juried exhibitions or professionally adjudicated activities as listed below specific to discipline:

- A minimum of five peer reviewed works, one of which must be a publication of a paper in a peer reviewed journal or exhibition of creative work(s) in a juried show or presentation of creative works in an adjudicated or auditioned performance, in some combination of the following:
 - Publication of paper(s) in a peer reviewed journal or exhibition of creative work(s) in a juried show or presentation of creative works in an adjudicated or auditioned performance. Scholarly works will be evaluated on its merits with no distinction made between single or

multiple authorship. Scholarly works accepted for publication, exhibition, or performance at the time of portfolio submission meet this standard.

OR

- Publication of a scholarly book, textbook, booklet, or book chapter by a nationally recognized publisher. Scholarly writing will be evaluated on its merits with no distinction made between single or multiple authorship.

OR

- Receipt of sizable competitive grant(s) from a recognized external entity that helps the faculty member produce a product (e.g., paper, media production, etc.). No distinction will be made between participation as principle or co-principle investigator on the grant or those who make a significant contribution to the grant work.

OR

- Peer-reviewed or invited presentation(s) of the faculty member's original work in a department approved professional meeting/conference. If the faculty member has published or has in publication a scholarly book or textbook, no peer reviewed or invited presentations are required. Publication of a paper in a peer reviewed journal or exhibition of creative work(s) in a juried show or presentation of creative works in an adjudicated or auditioned performance may be substituted in a one-to-one ratio for presentations.

AND

- Advanced study/conference attendance/ work towards completion of an advanced degree to stay current in the field or learn new information/skills.

AND

- Other departmentally defined activities.

III. Service:

The School of Professional Studies is committed to service that supports students; that creates a climate that is respectful and supportive of diversity; and that supports the mission of the Department, the School of Professional Studies, and the University. Faculty are expected to engage in service on an ongoing basis throughout their career at

Metro though the type and nature of the service may vary. We define community service as unpaid work done at the local, state, national and/or international level which utilizes the faculty member's skills and expertise to create positive community change and/or that supports our students to achieve their educational and career goals.

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.

FACULTY SHALL DEMONSTRATE EXCELLENCE IN SERVICE BY MEETING THE FOLLOWING SERVICE CRITERIA:

Demonstration of significant accomplishment and contribution in some combination of or intense focus in the following service activities:

- Within the institution at the university, school, department or program level.
- Outside the institution in the community or profession.

Examples of service include committees, projects, advisory boards, playing a leadership role, program coordination, review of articles, and accreditation. All should be related to the goals of the College, School, Department, Profession or provide related expertise to the community.

Faculty Evaluation Guidelines for Post-Tenure Review

The following guidelines apply to tenured faculty and incorporate changes to the Handbook for Professional Personnel, passed by the Board of Trustees in July of 2011.

Faculty must meet all Handbook for Professional Personnel obligations, contractual standards as outlined in the appendix of this document, have a record of conduct consistent with professional standards, and show sustained growth in all three evaluation areas for a successful Post-Tenure Review.

The School of Professional Studies is committed to a holistic view of the post-tenure review faculty member in terms of evaluating his/her performance as part of the big picture of the work and accomplishments in all three areas over the five year review period. In order to achieve a successful post-tenure review, a faculty member must show evidence of effective teaching as well as involvement in the two other evaluation areas based on the guidelines.

FACULTY MUST MEET ALL OF THE FOLLOWING CRITERIA FOR EACH EVALUATION AREA TO BE ELIGIBLE FOR A POSITIVE POST-TENURE REVIEW.

I. Teaching:

The School of Professional Studies values quality teaching with a focus on student learning that supports development of the knowledge and skills necessary to be an effective professional in the field. Successful post-tenure review requires faculty to continue professional growth and development. In the teaching area, this may include participating in activities such as faculty learning communities, peer observation cohorts, and/or workshops and conferences focused on teaching. Faculty members are encouraged to employ innovative and creative teaching methods and technology that stimulate learning through a multifaceted teaching and learning environment. Given the diverse nature of our student body, teaching and advising that supports student success and increases cultural awareness is highly valued.

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. 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.
- 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 (e.g., advice on an appropriate schedule to facilitate graduation), and answers to questions relating to a discipline.

**FACULTY SHALL DEMONSTRATE EXCELLENCE IN TEACHING BY MEETING THE
FOLLOWING TEACHING CRITERIA:**

1. Content Expertise:

- Updating courses taught and staying current in information presented in classes.

2. Instructional Design:

- Involved in curriculum development and maintenance.

3. Instructional Delivery:

- Demonstrates appropriate and effective use of class delivery to achieve course objectives.
- SRI's are conducted and are in line with the department norm.

4. Instructional Assessment:

- Actively participates in effective evaluation of individual students, individual courses, and program, including yearly assessment reports, program review, and, if a program is accredited, accreditation.

5. Advising

- Meets Handbook requirements and departmental norms for posting of hours, keeping schedule, use of alternative means of advising, meeting with students at other times as needed, and other requirements for advising
- Uses BANNER for advising contacts.

II. Scholarly Activities:

The School of Professional Studies values faculty scholarship and expects faculty to engage in ongoing professional development to remain current in their areas of expertise through activities such as participating in trainings, workshops, conferences, and/or certification processes. In addition, faculty must participate in the scholarly discussions by sharing their knowledge via presentations, publications, and other appropriate forms of scholarship in forums in which scholarly activities are peer reviewed. We encourage faculty to engage in collaborative forms of scholarship and we support a broad definition of scholarship which includes the scholarship of teaching and learning and the scholarship of application as defined in the Boyer model for scholarship.

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, and depending on the specific Department Guidelines, 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.

FACULTY SHALL DEMONSTRATE EXCELLENCE IN SCHOLARLY ACTIVITIES BY MEETING THE FOLLOWING SCHOLARLY ACTIVITY CRITERIA:

The faculty member must complete peer reviewed or juried exhibitions or professionally adjudicated activities as listed below specific to discipline:

- A minimum of two peer reviewed works in the post-tenure review period in some combination of:
 - Publications of a paper in a peer reviewed journal or exhibition of creative work(s) in a juried show or presentation of creative works in an adjudicated or auditioned performance;

OR

- Publication of a scholarly book, textbook, booklet, or book chapter by a nationally recognized publisher. Scholarly writing will be evaluated on its merits with no distinction made between single or multiple authorship.

OR

- Receipt of a sizable competitive grant from a recognized external entity that helps the faculty member produce a product (e.g., paper, media production, etc.);

OR

- Peer-reviewed or invited presentations of the faculty member's original work in a department approved professional meeting/conference. If the faculty member has published or has in publication a scholarly book or textbook, no other peer reviewed or invited activities are required. Scholarly works will be evaluated on its merits with no distinction made between single or multiple authorship. Scholarly works accepted for publication, exhibition, or performance at the time of portfolio submission meet this standard.

AND

- Advanced study/conference attendance to stay current in the field or learn new information/skills.

AND

- Other departmentally defined activities as applicable.

III. Service:

The School of Professional Studies is committed to service that supports students; that creates a climate that is respectful and supportive of diversity; and that supports the mission of the Department, the School of Professional Studies, and the University. Faculty are expected to engage in service on an ongoing basis throughout their career at Metro though the type and nature of the service may vary. We define community service as unpaid work done at the local, state, national and/or international level which utilizes the faculty member's skills and expertise to create positive community change and/or that supports our students to achieve their educational and career goals.

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.

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FACULTY SHALL DEMONSTRATE EXCELLENCE IN SERVICE BY MEETING THE FOLLOWING SERVICE CRITERIA:

Demonstration of sustained performance in some combination of or intense focus in the following service activities:

- Within the institution at the university, school, department or program level.
- Outside the institution in the community or profession.

Examples of service include committees, projects, advisory boards, playing a leadership role, program coordination, review of articles, and accreditation. All should be related to the goals of the University, School, Department, Profession or provide related expertise to the community.

Suggested/Optional

SUGGESTED TENURE PROGRESSION TIMETABLE			
	TEACHING	SCHOLARLY ACTIVITIES	SERVICE
YEAR 1 & 2	Uses basic course materials and is current in content and instructional activities. Provides in-depth assessment of students' work. Incorporates curriculum changes, program changes, and/or technology into classroom presentations. Faculty member is required to complete one formative evaluation per semester during the first two years. A summative evaluation can substitute for a formative evaluation. Works regularly and in a timely manner with students, in relation to the types of activities noted below, and fulfills office hours requirements.	Some engagement in scholarly writing and presentations.	Participates in a department, school, or university committee; special project; or other service activity. Additionally makes progress toward participating in a professional organization and/or community organization.
YEAR 3 & 4	Uses basic course materials and is current in content and instructional activities. Provides in-depth assessment of students' work. Incorporates curriculum changes, program changes, and./or technology into classroom presentations. Faculty member is required to complete one formative evaluation per semester during years three and four. A summative evaluation can substitute for a formative evaluation. Works regularly	Some engagement in scholarly writing and presentations.	Participates in a department, school, or university committee; special project; or other service activity. Additionally makes progress toward participating in a professional organization and/or community organization.

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	and in a timely manner with students, in relation to the types of activities noted below, and fulfills office hours requirements.		
YEAR 5 & 6	Uses basic course materials and is current in content and instruction activities. Provides in-depth assessment of students' work. Incorporates curriculum changes, program changes, and./or technology into classroom presentations. Faculty member is NOT required to complete any formative evaluations. The faculty member is required to complete one summative evaluation by the six year (and include it in the six year portfolio). Works regularly and in a timely manner with students, in relation to the types of activities noted below, and fulfills office hours requirements.	By years 5 and/or 6, at least one accepted publication in refereed outlets and participation in at least three local, regional, national and/or international conferences. With regard to scholarly writing, it should be evaluated on its merits with no distinction made between single or multiple authorship. Additionally, no distinction will be made between print and online journals or impact scores.	Faculty member has participated in service activities at the department, school, and university levels in the previous 4-5 years and continues participation. Additionally makes progress toward participating in a professional organization and/or community organization.

Appendix

Contractual obligations:

The faculty member must meet the contractual responsibilities defined these guidelines and adhere to all policies and procedures set forth in the Handbook for professional personnel as a prerequisite to reappointment consideration.

1. Timely performance of responsibilities specified in the faculty member's contract and the Handbook (in accordance with the academic calendar).
2. Adherence to accepted standards of professional conduct.
3. Faculty shall be responsible for the conduct of assigned classes; shall provide the chair with timely notice in the event that they cannot conduct a class (or classes); and, pursuant to written departmental policy, shall arrange, when possible, for instruction to be provided when they cannot be present - either by a substitute or by class assignment.
4. Faculty shall present to all students attending class, within the time span established by departmental policy, a course description, their NC policy, grading criteria, and special notices required by law or institutional policy (see Academic Policy Manual).
5. Faculty shall, as established by departmental policies, adopt such procedures as necessary to assure that adequate and accurate records of student performance are maintained.
6. Faculty shall establish, post, and keep a minimum of 5 office hours weekly during each academic term of the regular academic year. Faculty granted reassigned time will keep office hours as determined by the chair.
7. The normal teaching load for faculty is 24 semester credit hours per academic year. This load is usually distributed 12 credit hours per semester. In order to accommodate high enrollments during a term or to meet other emergency situations, the University may assign excess loads. Reduction in teaching load in subsequent semesters or terms is authorized in these cases. Overload compensation may be authorized but is not guaranteed, required, or usual when teaching assignments exceed the usual distribution and load adjustments are not

possible.

8. In addition to their teaching load, faculty members shall prepare for classes, evaluate students' performance, confer with and advise students, and participate in committee work, professional development, service and other appropriate professional activities. Full-time faculty are expected to devote at least 40 hours per week during the contract year to meeting their teaching and other obligations.
9. Faculty shall keep syllabi and student records for all classes for one calendar year after the end of the semester in which the course was taught.
10. Faculty shall comply with all federal and state laws relating to the acquisition, handling, and disposal of hazardous materials and by-products or wastes there from.