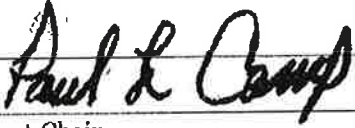

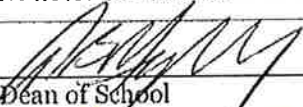





METROPOLITAN STATE UNIVERSITY OF DENVER
SCHOOL OF BUSINESS

FINANCE DEPARTMENT

FACULTY EVALUATION GUIDELINES
EFFECTIVE JULY 1, 2014

DEPARTMENT GUIDELINES REVIEW			
	Approve	Disapprove	Date
 Department Chair			4/9/14
Reviewed and approved by Committee of Department Chairs As noted in minutes of meeting dated November 13, 2013.			
 Dean of School			4/9/14
 Vice President of Academic Affairs/Provost			4/17/14

FINANCE DEPARTMENT MISSION STATEMENT

The Finance Department of the School of Business at Metropolitan State University of Denver delivers high quality, accessible undergraduate business and personal finance education in the metropolitan Denver area appropriate to a diverse student population and modified open admission standards. We prepare students for careers, graduate education and lifelong learning in a society characterized by technological advancements and globalization.

The primary purpose of the Finance Department is the pursuit of excellence in teaching and learning. We nurture learning through individual attention to students. The faculty of the Finance Department engages in professional development activities that enhance instruction and contribute to scholarship and applied research. Our faculty provides services to the institution, the professions and the community at large.

AREAS OF REVIEW

Tenure track faculty in the Department of Finance are reviewed annually during and throughout their probationary period based 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.

As appropriate, faculty will submit a Portfolio for review as stated in Section V of the Handbook.

The faculty member will be evaluated on each of the criteria referenced above (Teaching, Scholarly Activities and Service) based on the contents of each portfolio submitted during the Probationary Period. At each level of review, the faculty member will be assessed and evaluated with respect to progress toward tenure. This assessment will reflect that the faculty member either Meets or Exceeds Standards (as described in the Handbook) and is making successful progress toward tenure, or that the faculty member Needs Improvement (as described in the Handbook) and is not making such progress.

The faculty member should consult the letters of evaluation provided by each level of review for specific guidance in each area that has been evaluated as needing improvement (if any). In circumstances where improvement is needed to support a successful application for tenure, the faculty member has the obligation and responsibility to work pro-actively with the Department Chair to develop strategies for improving performance in any areas that have been identified as needing improvement.

The relevant passages describing these levels of performance are taken from Section 5 of the Handbook for Professional Personnel.

Meets Standards This rating represents a level of performance that demonstrably and substantially exceeds the basic competency standard. 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.

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 tenure and promotion.

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.

EVALUATION 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 include 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, but are not limited to:

Class materials, assignments, text, reading materials are kept current	Continuously survey the professional, business, political, legal field to keep updated on developments in the field	Incorporate current information into the classroom
Attend sessions at professional meetings that add currency to the teaching field	Include additional course material beyond the textbook	Research in the field; research information is included in the course

- (2) Instructional Design: Re-ordering and re-organizing this knowledge/experience to facilitate 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:

Identifying and communicating appropriate learning objectives	Course objectives, learning objectives, assignments, assessments are consistent	Developing a detailed course outline for students
Syllabus clearly states grading policies	Attending teaching workshops/seminars and implementing new ideas	Developing assignments, class activities, assessment instruments that provide students with opportunities to apply course content
Develop new courses	Revise Regular Course syllabi as needed	Providing active learning opportunities

Peer-to-peer learning opportunities are provided

- (3) Effective Teaching: 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 effective teaching may include:

Use of multiple pedagogies in the class to meet needs of diverse learning styles	Incorporating technology into the class	Attending teaching workshops/seminars and implementing new ideas
Communicating class/chapter/course objectives	Provide additional materials to students via website, Blackboard, etc.	Use of group activities
Organization and preparation of the course	Strong evaluation of classroom performance as documented by high SRI scores	

- (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, but are not limited to:

Designing course assessment instruments to measure course learning objectives	Developing multiple types of assessments to meet needs of diverse learning styles	Ensuring all graded work is made available to students for their review
Advising students on their academic weaknesses and how they may improve future performance	Assessments are kept current and updated regularly	Providing 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 proficiency in advising may include, but are not limited to:

Attending department advising workshops	Using appropriate forms (CAPP adjustments, advising waivers)	Using the Banner Tracking system to aid in academic advising
Participating in Department and Metro Advising activities (Majors Fair, Metro Open House, etc.)	Incorporating advising components into the class	Supervising an IDP, independent study, internship, etc.
Writing letters of recommendation for students	Providing career or graduate school advice to student	Maintaining contacts in the industry to enhance career advising

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: maintaining currency in one's discipline, 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.

Activities that demonstrate effective scholarship are described in the Appendix to these guidelines.

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.

As successful junior faculty will become senior faculty, it is acknowledged that junior faculty will one day be the pool from which the institution's leaders are drawn. Accordingly, it is expected that junior faculty members' service activities will clearly demonstrate increasing levels of leadership responsibilities and experience as their career progresses.

Activities that demonstrate service may include, but are not limited to:

Serving a term as defined by committee bylaws on department, school or university committees	Serving a term as defined by committee bylaws on school committees	
Hosting student activities	Assisting with student organizations	Providing public service or consulting work to community, business, or professional organizations
Being available as a reviewer for	Serving on the editorial board of	Serving as session chair or

a peer reviewed journal or conference (at least 3 years)

Reviewing texts or textbook supplements for a publisher

Member of a local, state, national professional organization

a peer reviewed journal

Providing media interviews

Serving a local agency, non-profit, community group, etc.

discussant at a conference (multiple years or conferences)

Serving on the board of a professional or community organization that draws directly on the faculty member's area of professional expertise

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

Successful candidates for tenure are expected – at a minimum level– to satisfy the following criteria. Further, it should be clearly understood that (in all criteria listed below) the activities listed are indeed minimums necessary to be considered for tenure and/or promotion. They are not assurances or guarantees of a successful application for tenure and should not be interpreted as such. The faculty member should view the activities below together with letters of review (from all levels) as a general indication of whether satisfactory progress is being made toward tenure.

TEACHING

- Effective use of multiple instructional pedagogies
- Develop assignments that require practical application of course material and concepts
- Show evidence of effective classroom delivery, content and design
- Demonstrate the maintenance of currency in discipline
- Implement suggestions of peer observers, as appropriate
- Classroom observations by department faculty and implementation of suggestions, as appropriate
- SRI Scores
 - At Year 3: Overall Faculty mean for Contribution to the Course within .75 of the Department/Prefix Mean, based on Year 2 SRI data only
 - At Year 6: Overall Faculty mean for Contribution to the Course within .5 of the Department/Prefix Mean, based on an average of SRI data from Years 3-5 inclusive.
 - For online courses: SRI scores for online sections will be included in the Faculty mean only in cases where the number of responses is equal to the larger of 10 students or 50% of the course enrollment. For these sections, faculty SRI scores will be adjusted by adding the University-wide average difference between online and traditional face-to-face courses.
- Faculty member's grade distributions should be comparable to those of the Department as a whole
- Actively participate in department and school assessment activities and implement changes as determined by department faculty
- Make use of the current on-line electronic advising tracking system to record the content of academic advising sessions and include notes with respect to specific advice/recommendations given
- Participate in department advising activities such as department training sessions, majors fairs, Metro State Open Houses, SOAR, etc.

SCHOLARSHIP

- For those hired ABD, terminal degree should be completed and in hand within the time frame specified in the employment contract, and in all cases no later than the completion of the faculty member's second academic year of employment.

- A minimum of 5 scholarly activities over the probationary period, as currently defined in the School of Business AQ policy.
- At least 2 peer refereed journal articles listed in Cabell's directory.
- At least 1 intellectual contribution must be a single author creation and appear in a peer reviewed scholarly outlet (note: the phrase "peer reviewed" is intended to include, but not be limited strictly to journal articles).
- At least 2 intellectual contributions must have been generated within the most recent 2-year period
- Faculty must have maintained academically qualified status (as currently defined in the School of Business AQ policy) throughout their probationary period.

SERVICE

- Continuous service activities in multiple areas (department, school, university, professional and/or community) that support the needs of the department and school.
- Service activities should be substantive in nature: it is explicitly noted here that service activities will involve more than simply attending meetings
- Show continuous growth in service activities throughout the probationary period. This will be evidenced by serving in positions of increasing responsibility or leadership positions with the passage of time.

EXPECTATIONS FOR CANDIDATES FOR PROMOTION FROM ASSOCIATE TO PROFESSOR

Successful candidates for promotion to professor are expected – at a minimum level– to satisfy the following criteria. Further, it should be clearly understood that (in all criteria listed below) the activities listed are indeed minimums necessary to be considered for promotion. They are not assurances or guarantees of a successful application for promotion and should not be interpreted as such. The faculty member should view the activities below as a general indication of whether satisfactory progress is being made toward promotion.

TEACHING

- Effective use of multiple instructional pedagogies
- Develop assignments that require practical application of course material and concepts
- Show evidence of effective classroom delivery, content and design
- Demonstrate the maintenance of currency in discipline
- Implement suggestions of peer observers, as appropriate
- Classroom observations by department faculty and implementation of suggestions, as appropriate
- SRI scores: Faculty mean for Contribution to the Course no more than .5 below the Department/Prefix Mean, based on an average of SRI data since tenure or last promotion date
 - For online courses: SRI scores for online sections will be included in the Faculty mean only in cases where the number of responses is equal to the larger of 10 students or 50% of the course enrollment. For these sections, faculty SRI scores will be adjusted by adding the University-wide average difference between online and traditional face-to-face courses.
- Faculty member's grade distributions should be comparable to those of the Department as a whole
- Actively participate in department and school assessment activities and implement changes as determined by department faculty
- Make use of the current on-line electronic advising tracking system to record the content of academic advising sessions and include notes with respect to specific advice/recommendations given
- Participate in department advising activities such as department training sessions, majors fairs, Metro State Open Houses, SOAR, etc.

SCHOLARSHIP

- A minimum of 4 scholarly activities since the previous promotion date or during the last consecutive 4 years. As described in the School of Business AQ policy:
 - At least 2 peer-reviewed journal articles listed in Cabell's directory.
 - In the event that the previous promotion occurred more than 4 years ago, the successful candidate will be expected to have produced an average of one intellectual contribution per year over that period with no gap longer than two years. In addition, the successful candidate will be expected to have produced an average of 2 peer-reviewed journal articles over each 5-year cycle over that period with no gap longer than two years.
- At least 1 intellectual contribution must be a single author creation and appear in a peer reviewed scholarly outlet (note: the phrase "peer reviewed" is intended to include, but not be limited strictly to journal articles).
- At least 2 intellectual contributions must have been generated within the most recent 2-year period
- Faculty must have maintained academically qualified status (as described in the School of Business AQ policy) since the previous promotion date or during the last consecutive 4 years.

SERVICE

- Continuous service activities in multiple areas (department, school, university, professional and/or community) that support the needs of the department and school.
- Service activities should be substantive in nature; it is explicitly noted here that service activities will involve more than simply attending meetings. In particular, it is expected that the successful candidate be able to demonstrate a record of increasing responsibility with respect to his service contributions, and that record should include meaningful leadership roles in such activities, central to the mission of the department, School and University.

RATINGS AND EXPECTATIONS FOR POST-TENURE REVIEW (PTR)

Faculty members who have achieved tenure are subject to post-tenure review (PTR) every 5 years. AACSB standards require all tenured professors to continue to be academically qualified (AQ), which requires a minimum level of scholarly activity. Minimum levels in the other two areas – teaching and service – are also expected on a consistent and continuous basis.

RATINGS SCALE

Meets Standards	This rating represents a level of performance that demonstrably and substantially exceeds the basic competency standard. Sustained performance at this level or above is necessary for a satisfactory post-tenure review. However, ratings alone do not guarantee a favorable decision under the post-tenure-review policies.
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 a successful outcome of the post-tenure-review process.

CRITERIA AND GUIDELINES

The primary purpose of PTR is to assist faculty members in improving performance, if necessary. PTR affords faculty and supervisors with periodic opportunities to assess the faculty member's performance from a long-term perspective. If performance is determined to need improvement, the PTR process offers the faculty member an opportunity to demonstrate an adequate level of performance in each area through an individualized performance improvement plan.

PTR is a comprehensive evaluation of the performance of tenured faculty on a 5-year cycle. The assessment must include consideration of faculty activities and performance in light of school/department/program goals, and priorities that are reflective of Trustee and University goals and priorities, as well as peer, student, and supervisor evaluations. All performance areas – teaching, scholarly activities, service, and other relevant areas. When the evaluation of these criteria results in a "Meets Expectations" rating in each of the performance areas, the faculty will be deemed satisfactory for PTR.

TEACHING

Teaching is described in detail on pages 3 to 5. To demonstrate adequate teaching, a faculty member should meet the requirements listed in the section "Expectations for Promotion from Associate to Professor."

SCHOLARSHIP

To be considered adequate for PTR, faculty should maintain AQ status (As described in the School of Business AQ policy) for each year during the PTR evaluation period. If AQ status lapses at any time during this period, the faculty member must justify the lapse.

Chairs and Deans who are AQ at the time they became Chair or Dean may maintain AQ classification by any one of the following:

- A. Meet expectations as required for faculty or
- B. Produce at least five contributions in a five year period, of which at least one is a peer reviewed journal article
 - a. At least one contribution within the most recent two-year period
 - b. A peer-reviewed journal article will count as two intellectual contributions
 - c. In addition to the activities items listed, Chairs may also include Continuing Education Credit Hours, these may be earned by attending conferences, seminars or workshops approved by the Dean's management team
 - i. A minimum of twenty continuing Education Credit Hours are required within a calendar year to be sufficient to count as one activity.

C. Upon return to a faculty position, Chairs and Deans are required to have at least one scholarly activity per year, but would have up to three years to meet the AQ maintenance standard for faculty members.

SERVICE

Service is described in detail on page 6. To demonstrate adequacy in service activities, the faculty member should show continuous service to the department, School, and University. Service to the profession or community can be substituted for service at the University level.

EVALUATION & EXPECTATIONS OF AFFILIATE FACULTY

TEACHING	SCHOLARLY ACTIVITY	SERVICE
<ul style="list-style-type: none"> ■ Effectively use multiple pedagogies ■ Include activities and/or assignments that provide a practical application of course material ■ Show effective classroom delivery, content, and design ■ Shall be observed once in their first semester of teaching. Continuing affiliate faculty will be observed as required by the department. ■ Implement suggestions of peer observers, as appropriate ■ Strong evaluation of classroom performance as documented by high SRI scores ■ Actively participate in department and school assessment activities ■ Meet contractual obligations 	<ul style="list-style-type: none"> ■ Demonstrate maintenance of currency in the discipline ■ May be asked to document professionally and/or academically qualified status which may include: recent education/certification/licensure experience, work experience, intellectual contributions or scholarly contributions (See activities for Academically Qualified standards) 	

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"> ■ Effectively use multiple pedagogies ■ Include activities and/or assignments that provide a practical application of course material ■ Show effective classroom delivery, content, and design ■ Shall be observed once in their first semester of teaching. Continuing affiliate faculty will be observed as required by the department. ■ Implement suggestions of peer observers, as appropriate ■ Strong evaluation of classroom performance as documented by high SRI scores ■ Actively participate in department and school assessment activities ■ Meet contractual obligations 	<ul style="list-style-type: none"> ■ Demonstrate maintenance of currency in the discipline ■ May be asked to document professionally and/or academically qualified status which may include: recent education/certification/licensure experience, work experience, intellectual contributions or scholarly contributions(See activities for Academically Qualified standards) 	

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">■ Effectively use multiple pedagogues■ Include activities and/or assignments that provide a practical application of course material■ Show effective classroom delivery, content, and design■ Shall be observed once in their first semester of teaching. Continuing affiliate faculty will be observed once per year■ Implement suggestions of peer observers, as appropriate■ Strong evaluation of classroom performance as documented by high SRI scores■ Actively participate in department and school assessment activities■ Meet contractual obligations	<ul style="list-style-type: none">■ Demonstrate maintenance of currency in the discipline■ Maintain Academic Qualifications (AQ) or Professional Qualifications (PQ) as determined by the school policy and in consultation with the department chair.	<ul style="list-style-type: none">■ Attend department meetings■ Service activities as required by the department (department, school, university, professional, or community work related to the discipline)