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**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.**

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**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 **Department of Industrial Design** supports the mission of MSU Denver to provide a high-quality, accessible, enriching education that prepares students for successful careers, post-graduate education, and lifelong learning in a multicultural, global, and technological society.

**The department goals to fulfill the mission are:**

1. 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; and who bring real-world experience and knowledge to enhance our educational program;
2. To offer a curriculum that continually develops the skills, knowledge, and dispositions that allow success in the practice of Industrial Design, while incorporating the most current technologies used in the field
3. To develop new strategies and innovative approaches to delivering instruction, emphasizing practical experience and progressive thinking, that prepare students for entry-level positions in Industrial Design,
4. To encourage students to become lifelong learners inspired by diverse disciplines and cultures, and prepare them for graduate study and life in a multicultural, global society.

**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:**

Tenure-track faculty are expected to satisfy the following requirements over a six-year period in order to meet minimum standards.

- Annually review existing course syllabus and course materials to demonstrate currency in the field and address the desired student learning objectives.
- Where appropriate, use presentation graphics, web pages, video and multimedia in the classroom as part of the course.
- Research technology appropriate for the concentration area for implementation into curriculum.
- Utilize current industry problems in course assignments and materials.
- Research and gather course materials that demonstrate current topics in the field such as software, video, DVD, or hardcopy. This may also include the revision of optional reading materials for a course or courses.
- **In addition, tenure-track faculty are expected to satisfy at least three of the following criteria over the six-year tenure-track period:**
- Schedule guest speakers, arrange for field trips or use technology such as online meetings, web conferencing, etc. at least 10(a maximum of 3 counted per semester) times during the review period. Consideration will be given to the effort required to recruiting and arranging to potentially adjust required number.
- Review and significantly update content for three existing courses in the professor's area of expertise.
- Review and select new textbook(s), as needed, for courses taught.

- Serve as a guest lecturer for another university or university class(es) on two separate occasions (this may include MSU Denver).
- Undertake three other specific activities approved by the chair that demonstrate currency in the field.

Provide updated class materials and courses specific assistance for other faculty to facilitate their teaching additional course sections.

## 2. Instructional Design:

Tenure-track faculty are expected to satisfy the following requirements over a six-year period in order to meet minimum standards.

- Maintain a current course syllabus, handed out to students in class or posted on course web page, that meets the following criteria:
  - References an approved statement concerning the Americans with Disabilities Act, consideration for religious observances, the "No Credit" and Incomplete policies
  - States the learning objectives or purposes of the course
  - States the required text for the course, and if appropriate, one or more optional texts, or reserved library readings, or media holdings
  - States the grading weights or standards and delineates department policies
  - States office location, office hours or comparable hours for online students, office telephone number, MSU Denver e-mail address, department website url and any additional personal information the faculty member wishes to supply
  - Lists all reading assignments, written assignments, or projects with due dates, and examination dates.
  - State any additional requirements for the course, such as attendance policy, no use of cell phones or electronic devices in class, quiz policy, arriving late for class or leaving early without permission, penalties for work submitted after the assigned due date, etc.
- Involved in curriculum development and maintenance.
  - Participate as a major contributor to the development of a substantive change curriculum packet. Including but not limited to, new course forms and syllabi, course archiving, modifications or deletion forms. Packet must address more than 3 courses.
  - Develop and supervise three independent study courses.

- Prepare the paperwork for the School and University Curriculum Committees in order to have a course created, archived, modified, or deleted.

**In addition, tenure-track faculty are expected to satisfy at least three of the following criteria over the six-year tenure-track period:**

- Create, develop or significantly revise material for an online course.
- Develop instructional materials for and teach a new or existing course for the first time.
- Create extensive course materials, lectures or exercises for three courses that demonstrate current topics in the field
- Develop and/or revise learning objectives, and lesson or teaching plans for three courses.
- Research and develop a new course or an omnibus course.

Undertake other specific instructional design activities approved or as assigned by the department chair.

### **3. Instructional Delivery:**

**Tenure-track faculty are expected to satisfy the following requirements over a six-year period in order to meet minimum standards**

- Demonstrates appropriate and effective use of class delivery to achieve course objectives.
- At least one summative peer review must be included in the tenure portfolio.
- Organize and present instructional information and materials in a clear, concise manner.
- Answer student questions about course content and process in a timely manner.
- Use teaching methods other than the traditional lecture format to convey instructional information to students.
- Employ ConnectU or Blackboard for disseminating and posting relevant class material.
- SRI's are conducted and are in line with the department norm.

**In addition, tenure-track faculty are expected to satisfy at least four of the following criteria over the six-year tenure-track period:**

- Create a website that serves instructional purposes for two different courses.
- Create and produce media files or use a specific technology to convey course content to students in two courses.

- Conduct demonstrations, create field assignments, research and review appropriate weblinks for instructional value, or assign relevant media materials for viewing beyond the normal scope of a course.
- Research and learn how to use relevant software and equipment for instructional purposes.
- Achieve an overall average of 4.5 on SRI's during the evaluation period.
- Incorporate the use of "service learning" into course delivery.
- Actively participate in a peer teaching improvement cohort through the center for faculty development.
- Hold six additional lab sessions outside of regular class time during the evaluation period totaling at least 30 hours.
- Teach a course overload at least six semesters during the review period.

Supervise all internship students as an overload for two semesters.

**4. Instructional Assessment:** Tenure-track faculty are expected to satisfy the following requirements over a six-year period in order to meet minimum standards

- Appropriately and thoroughly assess student progress through periodic examinations, mid-term and final examinations, research papers, course projects, class participation, class presentations, and/or other types of assignments.
- Assess all work submitted by students within a 1- to 2-week time period.
- Maintain records of student performance and last date of attendance for all students in each and every course taught.
- Hold final exams or conduct alternative class activities, such as presentations and critiques, during finals week.
- Actively participate in program assessment including yearly assessment reports, program review, and accreditation.
- Provide appropriate and detailed feedback to students concerning all assignments, exercises, exams and other graded materials.
- Prepare, administer and evaluate for student credit by examination for any relevant courses.

**In addition, tenure-track faculty are expected to satisfy at least two of the following criteria over the six-year tenure-track period:**

- Conduct short, one-time, in-class assessments for four courses to determine whether course content was clearly communicated.
- Work with other instructors to assure cross sectional consistency in student evaluation instruments including sharing evaluation materials.
- Consistently provide reviews or study guides for exams.

- Provide special assessment to students that involve additional time, which could include IDP and CLEP review or creating and grading a placement test.
- Provide extensive assessment for independent study course, variable topics course or internship supervision.
- Research, design, and implement a new assessment method or tool (such as an online quiz, class portfolio, etc.) in at least two courses.
- Create assessment rubrics for assignments, exercises or final projects in four courses.

Develop a special assessment assignment in consultation with the chair

**5. Advising:** Tenure-track faculty are expected to satisfy the following requirements over a six-year period in order to meet minimum standards

- Respond to student email or phone messages within 48 hours except over weekends or holidays.
- Maintain required office hours.
- Advise students about curriculum and course options.
- Provide appropriate advising materials to students in form of print, urls or e-mail attachments
- Review CAPP reports with students to inform advising.
- Check with all advisees on a semester basis to determine if they need or desire some type of advising (use e-mail list serve).
- Document advising via Banner Tracking or current University system which specifies information provided to student.
- Remain flexible with office hours and communicate with students outside of scheduled office hours.

**In addition, tenure-track faculty are expected to satisfy four of the following criteria over the six-year tenure-track period:**

- Advise prospective students to department, school, and university and document the sessions.
- Advise student(s) about academic weaknesses and how to improve future performance.
- Work with students in discipline-related activities as student organizations, conferences, etc.
- Serve as faculty advisor to professional student organization at least two years during the review period.
- Serve as faculty mentor or as supervisor for IDP major or IDP minor students at least twice during the review period.
- Provide examples of supporting documentation or write letters of recommendation that assist students in obtaining employment, internships or graduate school placement.
- Develop one print, video or web-based advising resource.

- Work with students and institutions to determine transfer equivalencies for International/study abroad experiences.
- Assist student club members annually prepare for Regional or National conference presentations by attending group review sessions and providing specific feedback and suggestions for improvement of presentations.
- Faculty member is available for advising, by appointment, at times other than the regular office hours for an additional five hours per week.

In consultation with the department chair, develop two other advising activities specific to faculty member's discipline.

## 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.



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**FACULTY SHALL DEMONSTRATE EXCELLENCE IN SCHOLARLY ACTIVITIES BY MEETING THE FOLLOWING SCHOLARLY ACTIVITY CRITERIA: Tenure-track faculty are expected to satisfy the following requirements over a six-year period in order to meet minimum standards in the area of Scholarly Activities.**

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

- A minimum of one 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. 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 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 contribution to the grant work.

**AND**

- A minimum of three peer-reviewed or invited presentations of the faculty member's original work in a department approved professional meeting/conference. Exceptions: 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 to stay current in the field or learn new information/skills.

AND

Tenure-track faculty are expected to satisfy eight of the following criteria over the six-year tenure-track period:

- Be an ongoing member of at least one discipline relevant local, regional, national, or international organization.
- Be actively involved in a relevant professional organization by attending at least 2 local events or one regional or national event per year.
- Share professional expertise with colleagues through presentations in other departments, to campus groups, or at conferences. Consulting work and participating in design shows also are appropriate activities for meeting this standard.
- Read professional books and other publications, such as trade journals and/or professional journals related to the discipline, with evidence of incorporating current information into course material.
- Provide evidence of currency in the field through engagement in industry-related activities and organizational meetings. Attend at least one discipline relevant local workshop, lecture, or seminar, including online seminars per year.
- Update software or technology skills as required for new software or equipment acquisitions to enhance teaching capabilities. Self-train or take a course on a new technology or software that will enhance teaching
- Performs at least 40 hours of consulting work related to the academic discipline per year in different review period years-project deliverables documentation required.
- Write or obtain a grant proposal or funds to support classroom instruction or activities related to the discipline and department activities.
- Undertake work activity (writing, research, project production) as part of a professional grant.
- Achieve an award in a competition related to the field where peers review/judge scholarly work, including artistic and design projects.
- Serve on a review committee or in an editorial capacity for a journal or trade publication.
- Serve as a judge for a design competition or artistic project review at least twice in different review period years.
- Take two University courses related to the discipline with B or better grade.
- Design a product that is taken into production.
- Presents a "one man show" or exhibits professionally in a gallery in different review period years.
- Develop industry workshop and seminar training materials.
- Serve on an accrediting visitation team performing at least one review visit.
- Participate in design competitions- create and submit designs for regional, national, or international design competitions.

- Receive merit recognition in regional, national, or international design competitions.
- Faculty prepares and submits patent application materials or receives a design patent.
- Faculty prepares and submits patent application materials or receives a utility patent

### 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.

Service includes 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.

**Tenure-track faculty are expected to satisfy the following requirements over a six-year period in order to meet minimum standards in the area of service:**

- Attend and participate in all department meetings, assessment activities, portfolio review and student design show preparations unless excused by the chair.
- Serve on departmental committees as assigned and accomplish desired tasks as outlined by the committee.
- Participate in at least six department recruiting activities such as a Majors Fair, MSU Denver Open House or other recruitment activity.
- Serve on at least one school or university committee or chair at least one department committee that requires at least a 15-hour time commitment per academic year.
- Provide service, using professional expertise or skills to at least one community or professional organization per academic year.

**In addition, tenure-track faculty are expected to satisfy six of the following criteria over the six-year tenure-track period:**

- Review material for department, school, or university committees and document time commitment.
- Undertake a special assignment for program review.
- Obtain donations in the form of equipment, supplies, or monies for the program at least three times during the review period.
- Create and manage the course schedule for the department for at least two years.
- Assist in supervising or supervise a department lab for at least 20 hours per academic year.
- Participate in a standing school, faculty senate, or university committee(s) that requires at least 20 hours per academic year.
- Actively serve in the Faculty Senate, attending the majority of scheduled meetings and reporting senate activities and concerns to the department.
- Serve as a Commencement Marshall for at least four ceremonies.
- Actively serve on a Faculty Senate Committee, attending the majority of scheduled meetings.
- Develop print, web or video materials of professional quality for department marketing activities.
- Chair or serve on a department, school or university search committee at least twice during the review period.
- Organize a professional conference or event.
- Serve on a committee or board of a professional organization.
- Serve on a professional organization or community service board of directors that requires at least a 10-hour time commitment per academic year, must use discipline specific skills or professional expertise.

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Faculty Evaluation Guidelines for Retention, Tenure,  
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- Accrue 30 hours of service provided to a community or professional organization in which faculty members use their professional expertise to benefit the organization.
  - Serves as a judge for competitive event hosted by or sponsored by a professional or community organization at least twice during the review period.
  - Undertake other activities in consultation with the chair.
  - Develop community and industry partnerships that result in collaborative projects or other student/department benefits.
  - Organize gallery shows in community venues at least twice during the review period.
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### 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.**

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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.

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### **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.

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**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 University, School, Department, Profession or provide related expertise to the community.

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### 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.**

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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.

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### **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.



**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.

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Suggested/Optional

| SUGGESTED TENURE PROGRESSION TIMETABLE |          |                      |         |
|--|----------|----------------------|---------|
|  | TEACHING | SCHOLARLY ACTIVITIES | SERVICE |
| YEAR<br>1 & 2                          |          |                      |         |
| YEAR<br>3 & 4                          |          |                      |         |
| YEAR<br>5 & 6                          |          |                      |         |

## 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.