



Departmental Guidelines for Faculty Evaluation

Department of Industrial Design

Academic Year 2020-2021



Table of Contents

College of Professional Studies Mission Statement 3

Department Mission Statement 4

Retention, Tenure, and Promotion to Associate Professor 5

 Teaching6

 Scholarly Activities8

 Service 10

Promotion to Professor..... 12

 Teaching 13

 Scholarly Activities 15

 Service 17

Post-Tenure Review 19

 Teaching 20

 Scholarly Activities 22

 Service 24

Category II Faculty 26

 Teaching 27

Category III Faculty 31

 Teaching 32

Criteria For Emeritus Status of Faculty 35



College of Professional Studies Mission Statement

The College of Professional Studies (CPS) integrates academic excellence with real world experience for a diverse student community, striving to be the pre-eminent source of professional education in Colorado.

True to the mission, CPS Departments value intentional practices specifically directed toward collaboration, reciprocity, and mutual commitment to empowering faculty and students to address complex issues facing society, industries/sectors and the diverse communities they serve. The balance of theory and experience is maintained through active relationships with industry and community agencies, and community members.

Our Purpose is to prepare students to launch themselves into next level career paths who are:

- Innovative and effective leaders and problem solvers
- Ethical and critical thinkers
- Engaged and thoughtful citizens

We help students develop professional relationships and networks to help them succeed in their post-graduation goals.

The College of Professional Studies (CPS) is committed to a holistic view of faculty in terms of evaluating performance as part of the big picture of the work and accomplishments in all three areas over the review period. In order to advance in ranks, candidates must show evidence of effective teaching as well as demonstrate proficiency in scholarly activity and service, depending upon rank and based upon the guidelines. The College values:

- 1) **Student Success and Completion:** Facilitate student success by creating an educational community in which students flourish.
- 2) **Diversity and Inclusivity:** We embrace and respect the diversity of individuals and ideas.
- 3) **Collaboration:** We pursue collaborative partnerships between internal and external partners to impact and promote life-long learning, service and community engagement. Further, we engage in interprofessional collaboration to best serve the needs of students, sectors, and communities. We work in unity.
- 4) **Academic excellence and innovation:** Committed to providing meaningful learning experiences through quality educational and training experiences, including exploration of new practices and issues to enhance and enrich learning

Department of Industrial Design Mission Statement

The **Department of Industrial Design** supports the mission of the University by providing a high-quality experiential learning environment to produce graduates who are critical thinkers and innovative problem solvers with a refined sense of aesthetics, technology and culture.

The department collaborates with the professional community to augment the development of skills, knowledge and dispositions that enable graduates to immediately function as entry-level professional industrial designers.

The department goals to fulfill the mission are:

- To employ faculty who are passionate about design, have appropriate professional and academic experience, demonstrate excellence in teaching, perform scholarly activity, and contribute meaningful service to the university and the community.
- To offer a curriculum that continually develops the skills, knowledge, and dispositions that allow success in the practice of Industrial Design. To incorporate and maintain currency with technologies used in the field.
- To develop new professional collaborations and innovative approaches that emphasize practical experiences and critical thinking.
- To produce lifelong learners with unique strengths, inspired by diverse disciplines and cultures, and prepare them for future success in a global society.

Departmental Guidelines for Faculty Evaluation for

Retention, Tenure, and Promotion to Associate Professor

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

The following guidelines apply to tenure-track faculty and incorporate changes to the latest edition of the *Faculty Employment Handbook*.

Faculty must meet all contractual obligations, requirements, and responsibilities, and adhere to policies relating to employee and student conduct as put forth in the latest edition of the *Faculty Employment Handbook* and have a record of conduct consistent with professional standards in Appendix A of this document, and show sustained growth in all three evaluation areas to be considered for tenure and promotion to Associate Professor.

The College 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 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.

Teaching

The College 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.

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. From the latest edition of the *Faculty Employment Handbook*:

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

Additional criteria for Retention, Tenure and Promotion to Associate Professor Departmental Guidelines for Faculty Evaluation in Industrial Design can be found in [Appendix C](#).

<p>1. Content Expertise</p>	<p>Updating courses taught and staying current in information presented in classes.</p>
<p>2. Instructional Design</p>	<p>Involved in curriculum development and maintenance.</p>
<p>3. Instructional Delivery</p>	<ul style="list-style-type: none"> • Demonstrates appropriate and effective use of class delivery to achieve course objectives. • Receives SRI's that over time reflect student's ratings and comments that are in alignment with department norms. SRI's

	<p>will be evaluated in a broad context, not based on the numerical score alone because there are many factors that influence SRI scores including but not limited to: teaching a new course or a course for the first time, a shift in pedagogy, and course format (on site, online, or hybrid), class size, response rate, whether a course is upper or lower division, required or elective, etc. All factors will be taken into consideration when evaluating SRI scores. Reviewers will detail the factors that entered into their decision-making process in their respective review letters.</p>
	<ul style="list-style-type: none"> • Formative peer evaluations may be required by the department.
<p>4. Instructional Assessment</p>	<ul style="list-style-type: none"> • 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.
<p>5. Advising</p>	<ul style="list-style-type: none"> • Posts and holds five (5) office hours on campus per week. Meets with students at other times as needed and other requirements for advising.
	<ul style="list-style-type: none"> • Uses University wide digital systems for advising.

Scholarly Activities

The College 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 scholarly discussions by sharing their knowledge via presentations, publications, and other appropriate forms of scholarship in forums in which scholarly activities are peer reviewed. See Appendix C for discipline-defined "peers."

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. From the latest edition of the *Faculty Employment Handbook*,

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

Additional criteria for Retention, Tenure and Promotion to Associate Professor Departmental Guidelines for Faculty Evaluation in INDUSTRIAL DESIGN can be found in [Appendix C](#).

The faculty member must complete at least one of the following:

- Acceptance of an article in a peer reviewed journal. * Journal articles must be scholarly in nature.
 - Full-length scholarly papers in peer reviewed conference proceedings meet this standard.
 - Opinion or “popularization of the field” pieces written for professional/practitioner audiences do not meet this standard.
 - Abstracts published in conference proceedings do not meet this standard. **
- Publication of a scholarly book, textbook, instructors manual that includes original works (e.g., beyond summaries of chapters, test questions, web links, etc.) or book chapter by a nationally or professionally recognized publisher. *
- Exhibition of creative work(s) in a juried show and/or receipt of an award after being judged by a jury of peers or presentation of creative works in an adjudicated or auditioned performance. Contribution should be noted in the faculty member's narrative or in an annotation in his/her curriculum vita.
- Receipt of a sizable competitive grant from a recognized external entity that helps the faculty member create a product (e.g., paper, media production, etc.). No distinction will be made between participation as principal or co-principal investigator on the grant or those who make a significant contribution to the grant work.

In addition to meeting one of the above criteria, faculty must:

- Present a minimum of three peer-reviewed or invited presentations of the faculty member's original work in a professionally and/or scholarly recognized meeting/conference. Exceptions: if the faculty member has published or has in publication a scholarly book or textbook, during the review period, no peer reviewed or invited presentations are required. Publication of a paper in a peer reviewed journal or peer reviewed conference proceeding 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.
- Pursue advanced study/conference/workshop attendance to stay current in the field or learn new information/skills.

*Publications in predatory or vanity publications or by predatory or vanity presses or self-published works do not meet this standard. Lambert Academic Press (LAP), Green River Technologies, and One Voice International are examples of such publishers. A scholarly work will be evaluated on its merits with no distinction made between single or multiple authorship. Contribution should be noted in the faculty member's narrative or in an annotation in his/her curriculum vita. Scholarly works accepted for publication, exhibition, or performance at the time of portfolio submission meet this standard.

**Papers published in peer-reviewed conference proceedings and the accompanying peer-reviewed presentation can count in both the publication and the presentation category.

Glossary

Term	Definition
Scholarly	concerned with academic learning and research.
Juried	having the contents selected for exhibition by a jury.
Vanity press	a printing house that specializes in publishing books for which the authors pay all or most of the costs.
Peer review	evaluation of a person's work or performance by a group of people in the same occupation, profession, or industry.

<http://dictionary.reference.com/>

Service

The College 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 College of Professional Studies, and the University. Faculty is expected to engage in service on an ongoing basis throughout their career at Metro though the type and nature of the service may vary. CPS defines 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.

From the latest edition of the *Faculty Employment Handbook*,

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, college, 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:

Additional criteria for Retention, Tenure and Promotion to Associate Professor Departmental Guidelines for Faculty Evaluation in Industrial Design can be found in [Appendix C](#).

Demonstration of active involvement in some combination of all (breadth of service) of or intense focus (depth of service as measured by such factors as leadership, time spent, impact, and specific

outcome, etc.; type and amount of intense service will be defined by the individual department) in the following service activities:

- Within the institution at the university, college, 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, accreditation, and activities supporting diversity/ inclusion initiatives for the College of Professional Studies and the University. All should be related to the goals of the University, College, Department, Profession or provide related expertise to the community.



Departmental Guidelines for Faculty Evaluation for Promotion to Professor

Promotion to Professor Departmental Guidelines for Faculty Evaluation

The following guidelines apply to tenured faculty and incorporate changes to the latest edition of the *Faculty Employment Handbook*.

Faculty must meet all contractual obligations, requirements, and responsibilities, and adhere to policies relating to employee and student conduct as put forth in the latest edition of the *Faculty Employment Handbook* and have a record of conduct consistent with professional standards in Appendix A of this document, and show sustained growth in all three evaluation areas to be considered for promotion to Professor.

The College of Professional Studies is committed to a holistic view of promotion 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 five-year review period. In order to achieve promotion to full professor, a candidate member must show evidence of excellence in 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 PROMOTION TO PROFESSOR.

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

Teaching

The College 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.

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. From the latest edition of the *Faculty Employment Handbook*:

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:

Additional criteria for Promotion to Professor Departmental Guidelines for Faculty Evaluation in Industrial Design can be found in [Appendix D](#).

Content Expertise	Updating courses taught and staying current in information presented in classes.
Instructional Design	Involved in curriculum development and maintenance.
Instructional Delivery	<ul style="list-style-type: none">• Demonstrates appropriate and effective use of class delivery to achieve course objectives.

	<ul style="list-style-type: none"> • Receives SRI's that over time reflect student's ratings and comments that are in alignment with department norms. SRI's will be evaluated in a broad context, not based on the numerical score alone because there are many factors that influence SRI scores including but not limited to: teaching a new course or a course for the first time, a shift in pedagogy, and course format (on site, online, or hybrid), class size, response rate, whether a course is upper or lower division, required or elective, etc. All factors will be taken into consideration when evaluating SRI scores. Reviewers will detail the factors that entered into their decision-making process in their respective review letters. • Formative peer evaluations may be required by the department.
Instructional Assessment	<ul style="list-style-type: none"> • 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.
Advising	<ul style="list-style-type: none"> • Posts and holds five (5) office hours on campus per week. Meets with students at other times as needed and other requirements for advising. • Uses University wide digital systems for advising.

Scholarly Activities

The College 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 scholarly discussions by sharing their knowledge via presentations, publications, and other appropriate forms of scholarship in forums in which scholarly activities are peer reviewed. See Appendix D for discipline-defined "peers."

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. From the latest edition of the *Faculty Employment Handbook*,

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:

Additional criteria Promotion to Professor Departmental Guidelines for Faculty Evaluation in the Industrial Design can be found in [Appendix D](#).

The faculty member must complete at least one of the following:

- Acceptance of an article in a peer reviewed journal. * Journal articles must be scholarly in nature.
 - Full-length scholarly papers in peer reviewed conference proceedings meet this standard.
 - Opinion or “popularization of the field” pieces written for professional/practitioner audiences do not meet this standard.
 - Abstracts published in conference proceedings do not meet this standard. **
- Publication of a scholarly book, textbook, instructor's manual that includes original works (e.g., beyond summaries of chapters, test questions, web links, etc.) or book chapter by a nationally or professionally recognized publisher. *
- Exhibition of creative work(s) in a juried show and/or receipt of an award after being judged by a jury of peers or presentation of creative works in an adjudicated or auditioned performance. Contribution should be noted in the faculty member's narrative or in an annotation in his/her curriculum vita.
- Receipt of a sizable competitive grant from a recognized external entity that helps the faculty member create 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.

In addition to meeting one of the above criteria, faculty must:

- Present a minimum of four peer-reviewed or invited presentations of the faculty member's original work in a professionally and/or scholarly recognized meeting/conference. Exceptions: if the faculty member has published or has in publication a scholarly book or textbook, during the review period, no peer reviewed or invited presentations are required. Publication of a paper in a peer reviewed journal or peer reviewed conference proceeding or peer reviewed conference proceeding 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.

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

*Publications in predatory or vanity publications or by predatory or vanity presses or self-published works do not meet this standard. Lambert Academic Press (LAP), Green River Technologies, and One Voice International are examples of such publishers. A scholarly work will be evaluated on its merits with no distinction made between single or multiple authorship. Contribution should be noted in the faculty member's narrative or in an annotation in his/her curriculum vita. Scholarly works accepted for publication, exhibition, or performance at the time of portfolio submission meet this standard.

**Papers published in peer-reviewed conference proceedings and the accompanying peer-reviewed presentation can count in both the publication and the presentation category.

Glossary

Term	Definition
Scholarly	concerned with academic learning and research.
Juried	having the contents selected for exhibition by a jury.
Vanity press	a printing house that specializes in publishing books for which the authors pay all or most of the costs.
Peer review	evaluation of a person's work or performance by a group of people in the same occupation, profession, or industry.

<http://dictionary.reference.com/>

Service

The College 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 College of Professional Studies, and the University. Faculty is expected to engage in service on an ongoing basis throughout their career at Metro though the type and nature of the service may vary. CPS defines 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.

From the latest edition of the *Faculty Employment Handbook*,

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, college, 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:

Additional criteria for Promotion to Professor Departmental Guidelines for Faculty Evaluation in Industrial Design can be found in [Appendix D](#).

Demonstration of active involvement in some combination of all (breadth of service) of or intense focus (depth of service as measured by such factors as leadership, time spent, impact, and specific

outcome, etc.; type and amount of intense service will be defined by the individual department) in the following service activities:

- Within the institution at the university, college, 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, accreditation, and activities supporting diversity/ inclusion initiatives for the College of Professional Studies and the University. All should be related to the goals of the University, College, Department, Profession or provide related expertise to the community.



Departmental Guidelines for Faculty Evaluation for Post-Tenure Review

Post-Tenure Review Departmental Guidelines for Faculty Evaluation

The following guidelines apply to tenured faculty and incorporate changes to the latest edition of the *Faculty Employment Handbook*.

Faculty must meet all contractual obligations, requirements, and responsibilities, and adhere to policies relating to employee and student conduct as put forth in the latest edition of the *Faculty Employment Handbook* and have a record of conduct consistent with professional standards in Appendix A of this document, and show sustained growth in all three evaluation areas to be considered to have a favorable post-tenure review.

The College 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.

Teaching

The College 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.

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. From the latest edition of the *Faculty Employment Handbook*:

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:

Additional criteria for Post-Tenure Review Departmental Guidelines for Faculty Evaluation in Industrial Design can be found in [Appendix E](#).

Content Expertise	Updating courses taught and staying current in information presented in classes.
Instructional Design	Involved in curriculum development and maintenance.
Instructional Delivery	<ul style="list-style-type: none"> <li data-bbox="521 548 1442 646">• Demonstrates appropriate and effective use of class delivery to achieve course objectives. <li data-bbox="521 653 1442 1100">• Receives SRI's that over time reflect student's ratings and comments that are in alignment with department norms. SRI's will be evaluated in a broad context, not based on the numerical score alone because there are many factors that influence SRI scores including but not limited to: teaching a new course or a course for the first time, a shift in pedagogy, and course format (on site, online, or hybrid), class size, response rate, whether a course is upper or lower division, required or elective, etc. All factors will be taken into consideration when evaluating SRI scores. Reviewers will detail the factors that entered into their decision-making process in their respective review letters. <li data-bbox="521 1106 1442 1163">• Formative peer evaluations may be required by the department.
Instructional Assessment	<ul style="list-style-type: none"> <li data-bbox="521 1178 1442 1339">• 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.
Advising	<ul style="list-style-type: none"> <li data-bbox="521 1356 1442 1493">• Posts and holds five (5) office hours on campus per week. Meets with students at other times as needed and other requirements for advising. <li data-bbox="521 1499 1442 1556">• Uses University wide digital systems for advising.

Scholarly Activities

The College 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 scholarly discussions by sharing their knowledge via presentations, publications, and other appropriate forms of scholarship in forums in which scholarly activities are peer reviewed. See Appendix D for discipline-defined “peers.”

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. From the latest edition of the *Faculty Employment Handbook*,

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:

Additional criteria for Post-Tenure Review Departmental Guidelines for Faculty Evaluation in Industrial Design can be found in [Appendix E](#).

The faculty member must complete at least two of the following:

- Acceptance of an article in a peer reviewed journal.* Journal articles must be scholarly in nature.
 - Full-length scholarly papers in peer reviewed conference proceedings meet this standard.
 - Opinion or “popularization of the field” pieces written for professional/practitioner audiences do not meet this standard.
 - Abstracts published in conference proceedings do not meet this standard.**

- Publication of a scholarly book, textbook, instructor's manual that includes original works (e.g., beyond summaries of chapters, test questions, web links, etc.) or book chapter by a nationally or professionally recognized publisher.*
- Exhibition of creative work(s) in a juried show and/or receipt of an award after being judged by a jury of peers or presentation of creative works in an adjudicated or auditioned performance. Contribution should be noted in the faculty member's narrative or in an annotation in his/her curriculum vita.
- Receipt of a sizable competitive grant from a recognized external entity that helps the faculty member create 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.
- A peer-reviewed or invited presentation of the faculty member's original work in a professionally and/or scholarly recognized meeting/conference. Exceptions: if the faculty member has published or has in publication a scholarly book or textbook during the review period, no peer reviewed or invited presentations are required. Publication of a paper in a peer reviewed journal or peer reviewed conference proceeding 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.

In addition, faculty must pursue:

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

*Publications in predatory or vanity publications or by predatory or vanity presses or self-published works do not meet this standard. Lambert Academic Press (LAP), Green River Technologies, and One Voice International are examples of such publishers. A scholarly work will be evaluated on its merits with no distinction made between single or multiple authorship. Contribution should be noted in the faculty member's narrative or in an annotation in his/her curriculum vita. Scholarly works accepted for publication, exhibition, or performance at the time of portfolio submission meet this standard.

**Papers published in peer-reviewed conference proceedings and the accompanying peer-reviewed presentation can count in both the publication and the presentation category.

Glossary

Term	Definition
Scholarly	concerned with academic learning and research.
Juried	having the contents selected for exhibition by a jury.
Vanity press	a printing house that specializes in publishing books for which the authors pay all or most of the costs.
Peer review	evaluation of a person's work or performance by a group of people in the same occupation, profession, or industry.

<http://dictionary.reference.com/>

Service

The College 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 College 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. CPS defines 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.

From the latest edition of the *Faculty Employment Handbook*,

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, college, 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:

Additional criteria for Post-Tenure Review Departmental Guidelines for Faculty Evaluation in Industrial Design can be found in [Appendix E](#).

Demonstration of active involvement in some combination of all (breadth of service) of or intense focus (depth of service as measured by such factors as leadership, time spent, impact, and specific outcome, etc.; type and amount of intense service will be defined by the individual department) in the following service activities:

- Within the institution at the university, college, 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, accreditation, and activities supporting diversity/ inclusion initiatives for the College of Professional Studies and the University. All should be related to the goals of the University, College, Department, Profession or provide related expertise to the community.

Departmental Guidelines for Faculty Evaluation for

Category II Faculty

**Eligible for Reappointment,
Multi-Year Contract, or
Promotion to Senior Lecturer**

Category II Departmental Guidelines for Faculty Evaluation for reappointment, multi-year contract, or promotion to Senior Lecturer

The following guidelines apply to Category II faculty and incorporate changes to the latest edition of the *Faculty Employment Handbook*.

Category II Faculty must meet all contractual obligations, requirements, and responsibilities, and adhere to policies relating to employee and student conduct as put forth in the latest edition of the *Faculty Employment Handbook* and have a record of conduct consistent with professional standards in Appendix B of this document, and show sustained growth in evaluation areas applicable to the candidate in consideration for reappointment, multi-year contract or promotion to Senior Lecturer.

The College of Professional Studies is committed to a holistic view of Category II faculty in terms of evaluating his/her performance as part of the big picture of the work and accomplishments of effective teaching. If applicable, Category II faculty shall demonstrate proficiency in the two other evaluation areas based on the guidelines.

Teaching

The College 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 reappointment, multi-year contract, or promotion 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.

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. From the latest edition of the *Faculty Employment Handbook*:

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:

Additional criteria for Category II Departmental Guidelines for Faculty Evaluation for reappointment, multi-year contract, or promotion to Senior Lecturer can be found in [Appendix F](#).

Content Expertise	Updating courses taught and staying current in information presented in classes.
Instructional Design	Involved in curriculum development and maintenance.
Instructional Delivery	<ul style="list-style-type: none"> • Demonstrates appropriate and effective use of class delivery to achieve course objectives.
	<ul style="list-style-type: none"> • Receives SRI's that over time reflect student's ratings and comments that are in alignment with department norms. SRI's will be evaluated in a broad context, not based on the

	<p>numerical score alone because there are many factors that influence SRI scores including but not limited to: teaching a new course or a course for the first time, a shift in pedagogy, and course format (on site, online, or hybrid), class size, response rate, whether a course is upper or lower division, required or elective, etc. All factors will be taken into consideration when evaluating SRI scores. Reviewers will detail the factors that entered into their decision-making process in their respective review letters.</p>
	<ul style="list-style-type: none"> • Formative peer evaluations may be required by the department.
Instructional Assessment	<ul style="list-style-type: none"> • 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.
Advising	<ul style="list-style-type: none"> • Posts and holds five (5) office hours on campus per week. Meets with students at other times as needed and other requirements for advising. • Uses University wide digital systems for advising.

Reduced Teaching Load Agreements

Additional criteria for Category II Departmental Guidelines for Faculty Evaluation for reappointment, multi-year contract, or promotion to Senior Lecturer can be found in [Appendix F](#).

Excerpt from the latest edition of the *Faculty Employment Handbook*:

In those cases where Category II faculty have reduced teaching-load agreements that specify duties in Scholarly Activities or Service (see section II.C.3.b.-c. for definitions and conditions of Scholarly Activities and Service), evaluations should encompass work in those areas of performance.

Portfolio Development

Additional criteria for Category II Departmental Guidelines for Faculty Evaluation for reappointment, multi-year contract, or promotion to Senior Lecturer can be found in [Appendix F](#).

Excerpt from the latest edition of the *Faculty Employment Handbook*

Any Category II faculty member who wishes to be reappointed will undergo a review by submitting a Portfolio to the Department Chair. Portfolios will include the following:

- a) Narrative
 - i. Is a statement of up to two-pages describing how the faculty member has met expectations for assigned duties/responsibilities;
 - ii. Presents a reflective self-assessment, highlights accomplishments, and indicates plans for the future;

- iii. Presents one's best case to disciplinary colleagues and administrative levels of review; and (iv) Indicates in the first paragraph if candidate is seeking promotion to Senior Lecturer or a Multi-Year Contract, as delineated below.*
- b) Annotated Curriculum Vitae (see section II.C.1.b.(3) for definition of "Annotated Curriculum Vitae")*
- c) Student Ratings of Instruction per above*
- d) Peer Observations as delineated above*
- e) Other documents as determined by the Department (course syllabi, exams, assignments, assessments, etc., evidence of scholarly activities or service)*

Portfolios will be submitted using the same tool or format as Category II faculty and in accordance with the Academic Calendar.



Departmental Guidelines for Faculty Evaluation for Category III Faculty

Category III Departmental Guidelines for Faculty

The following guidelines apply to Category III (Affiliate) Faculty and incorporate changes to the latest edition of the *Faculty Employment Handbook*.

Category III (Affiliate) Faculty must meet all contractual obligations, requirements, and responsibilities, and adhere to policies relating to employee and student conduct as put forth in the latest edition of the *Faculty Employment Handbook* and have a record of conduct consistent with professional standards in Appendix B of this document, and show sustained growth in evaluation areas applicable to the candidate in consideration for reappointment.

Per Handbook specifications, Category III (Affiliate) Faculty reappointments are determined based on a combination of department needs, faculty member qualifications, and performance. High performance does not guarantee reappointment.

Accreditation/ Department Standards

Due to the standards of accreditation or department policies, Category III Faculty may be required to engage in student assessment of learning and/or accreditation practices (e.g., clinical assignments, accreditation assessment). This is up to the discretion of the Department and should be explained prior to the start of the contract.

Teaching

The College 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 reappointment, multi-year contract, or promotion 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.

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. From the latest edition of the *Faculty Employment Handbook*:

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 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.
- 3) **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.

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

In the absence of accreditation or departmental standards, additional criteria for Category III Departmental Guidelines for Faculty can be found in Appendix G.

Content Expertise	Updating courses taught and staying current in information presented in classes.
Instructional Design	Involved in curriculum development and maintenance.
Instructional Delivery	<ul style="list-style-type: none"> • Demonstrates appropriate and effective use of class delivery to achieve course objectives. • Receives SRI's that over time reflect student's ratings and comments that are in alignment with department norms. SRI's will be evaluated in a broad context, not based on the numerical score alone because there are many factors that influence SRI scores including but not limited to: teaching a new course or a course for the first time, a shift in pedagogy, and course format (on site, online, or hybrid), class size, response rate, whether a course is upper or lower division, required or elective, etc. All factors will be taken into consideration when evaluating SRI scores. Reviewers will

	detail the factors that entered into their decision-making process in their respective review letters.
	<ul style="list-style-type: none">• Formative peer evaluations may be required by the department.
Advising	<ul style="list-style-type: none">• Posts and holds five (5) office hours on campus per week. Meets with students at other times as needed and other requirements for advising.
	<ul style="list-style-type: none">• Uses University wide digital systems for advising.

While fixed weekly office hours are not required, faculty will be available to meet with students (e.g. by appointment, before or after class, and via email) to answer questions about the class. In addition, faculty may advise students on career/job placements that fall within their expertise.



Criteria for Emeritus Status of Faculty

Criteria for Emeritus Status of Faculty

According to MSU Denver's *Faculty Employment Handbook* (p24), All faculty who have completed ten years or more of full-time service at the University shall be eligible at the time of their retirement for an emeritus title equivalent to their highest professional rank. Faculty who participate in the transitional retirement program or who continue to teach full-time at the University after retirement are considered to be members of the faculty and therefore are not eligible for emeritus status. A department chair or any faculty member of the department may nominate faculty for emeritus status. Nominations should be substantiated in terms of length of service, excellence in teaching, and other contributions to the University.

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

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

Appendix A - Professional Standards for Faculty

The faculty member must meet the contractual responsibilities defined within these guidelines and adhere to all policies and procedures set forth in the latest edition of the *Faculty Employment Handbook* 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 and procedural calendars).
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.
7. 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 as designated in the contract or by the department. Full-time faculty is expected to devote at least 40 hours per week during the contract year to meeting their teaching and other obligations.
8. 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.
9. 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.
10. Attends departmental and other faculty meetings with absence only at approval of Department Chair

Appendix B - Professional Standards Category II and Category III Faculty

The faculty member must meet the contractual responsibilities defined within these guidelines and adhere to all policies and procedures set forth in the latest edition of the *Faculty Employment Handbook* 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 and procedural calendars).
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.
7. 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.
8. 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.
9. 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 as designated in the contract or by the department. Full-time Category II faculty are expected to devote at least 40 hours per week during the contract year to meeting their teaching and other obligations.
10. For Category II Faculty: Attends departmental and other faculty meetings with absence only at approval of Department Chair

Appendix C – Additional Criteria for Retention, Tenure and Promotion to Associate Professor in Industrial Design

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

1. Content Expertise:

Tenure-track faculty is expected to satisfy the following requirements over the tenure-track 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 tenure-track period:

- Schedule guest speakers, expose students to a professional environment such as arranging for field trips, 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 during the review period.
- 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.
- Consult with area experts about course contents at least once per year.

2. Instructional Design:

Tenure-track faculty are expected to satisfy the following requirements over the review 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:
 - University, College, and department requirements.
- 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 two of the following criteria over the 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, develop, and teach 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 the review period in order to meet minimum standards:

- Demonstrates appropriate and effective use of class delivery to achieve course objectives.
- 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 Student Hub or Blackboard for disseminating and posting relevant class material.
- SRI's are conducted and are at an average of 4.0 or above during the review period.

In addition, tenure-track faculty are expected to satisfy at least three of the following criteria over the 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 open 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.
- 4. Instructional Assessment:** Tenure-track faculty are expected to satisfy the following requirements over the review 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 three of the following criteria over the tenure-track period:

- Participate in department mid-term reviews, for at least half of courses.
- 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 the review 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 a degree progress report (CAPP and Degree Works) 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).
- Remain flexible with office hours and communicate with students outside of scheduled office hours.
- Send advisees a welcome email with office hours and important information each semester.

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

- Advise prospective students to department, college, 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.
- 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.

Attend, at least one per semester, ID design studio course presentations and provide specific feedback and suggestions.

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

Tenure-track faculty is expected to satisfy eight of the following criteria over the 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 one regional or national event per year, at least two local events per year, and one national or international level conference during review period.
- 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
- 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

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

Tenure-track faculty is expected to satisfy the following requirements over the review 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 approved by department chair.
- 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 is expected to satisfy six of the following criteria over the 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.
- 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.

Appendix D – Additional Criteria for Promotion to Professor in Industrial Design

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

1. Content Expertise:

Tenured faculty are expected to satisfy the following requirements over at least a four- 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, tenured faculty are expected to satisfy at least three of the following criteria over at least four years of the post tenure 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:

Tenured faculty are expected to satisfy the following requirements over at least a four- 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 criteria:

- University and College required policies.
- 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, tenured faculty are expected to satisfy at least three of the following criteria over at least four years of the post tenure 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, develop, and teach a new course or an omnibus course.
- Undertake other specific instructional design activities approved or as assigned by the department chair.

3. Instructional Delivery:

Tenured faculty are expected to satisfy the following requirements over at least a four- 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 Student Hub or Blackboard for disseminating and posting relevant class material.
- SRI's are conducted and are at an average of 4.0 or above (same as for tenure and promotion).

In addition, tenured faculty are expected to satisfy at least four of the following criteria over at least four years of the post tenure 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 5.0 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 open 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.

4. Instructional Assessment: Tenured faculty are expected to satisfy the following requirements over at least a four-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, tenured faculty are expected to satisfy at least three of the following criteria over at least four years of the post tenure period:

- Participate in department mid-point review each semester, during review 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:** Tenured faculty are expected to satisfy the following requirements over at least a four-year post tenure 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 a degree progress report (CAPP and Degree Works) 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 current University system which specifies information provided to student.
 - Remain flexible with office hours and communicate with students outside of scheduled office hours.
 - Send advisees a welcome email with office hours and important information each semester.

In addition, tenured faculty are expected to satisfy at least four of the following criteria over at least four years of the post tenure period:

- Advise prospective students to department, college, 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 senior students with senior show planning at least four semesters.
- 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.
- Attend ID design studio presentations at least once per semester and provide specific feedback and suggestions.

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

Tenured faculty are expected to satisfy eight of the following criteria over at least a four-year post tenure 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 one regional or national event per year, at least two local events per year, and one national or international level conference during review period.
- 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
- 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

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

Tenured faculty are expected to satisfy the following requirements over at least a four-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, tenured faculty are expected to satisfy six of the following criteria over at least four years of the post tenure 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.
- 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.



Appendix E – Additional Criteria for Post-Tenure Review in Industrial Design

- No additional criteria



Appendix F – Additional Criteria for Category II Faculty in Industrial Design

- No additional criteria



Appendix G – Additional Criteria for Category III Faculty in Industrial Design

- No additional criteria



Appendix H – Additional Criteria for Emeritus Faculty in Industrial Design



- No additional criteria



Appendix I- Approval

The Attached Departmental Guidelines for the
Department of Industrial Design
College of Professional Studies
Metropolitan State University of Denver

Departmental Guidelines for Faculty Evaluation Approval for the
2020-2021 Academic Year

Approvals	Signature	Date
Chair		February 20, 2020
Dean		03.05.2020
VP Academic Affairs	Bill Henry for Vicki Golich	6/16/20