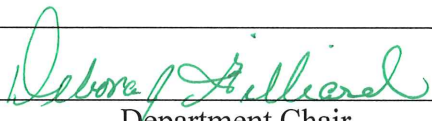




METROPOLITAN STATE UNIVERSITY OF DENVER  
SCHOOL OF BUSINESS

MANAGEMENT DEPARTMENT

FACULTY EVALUATION GUIDELINES

Effective July 1, 2012

DEPARTMENT GUIDELINES REVIEW			
	Approve	Disapprove	Date
 Department Chair	✓		Aug 15 2012
Reviewed and approved by Committee of Department Chairs As noted in minutes of meeting dated March 28, 2012			
 Dean of School	✓		8/15/12
 Vice President of Academic Affairs/Provost	✓		8/15/12

## **MANAGEMENT DEPARTMENT MISSION STATEMENT**

Our mission is to prepare management students with the knowledge and skills necessary to manage and lead organizations. This is done within the context of globalization and appreciation for diversity.

In order to gain excellence in learning:

- Students take courses in business law, entrepreneurship, human resources, production operations, and management
- Students gain skills in communication, critical thinking, problem based learning and an appreciation for lifelong learning.

In order to maintain excellence in teaching and advising, faculty member engage in:

- Professional development activities that enhance the application of management and legal theory, instructional techniques and resources, and continuous improvement of course content.
- Advising that relates to the program of study, careers, graduate school, and lifelong learning.
- Providing service to the profession, community, and institution.
- Embracing individuality, diversity, and the creativity that comes from multiple perspectives.

## **AREAS OF PERFORMANCE**

College faculty are reviewed on their performance in three areas: teaching, scholarly activities, and service. All relevant and official information may be considered in the course of any review or evaluation.

## **CRITERIA**

Each performance area has criteria that provide the basis for evaluation:

- a. Teaching: Teaching is the act of creating and maintaining an environment which enhances the opportunities for student learning and discipline-related growth; it includes advising students to facilitate graduation and to transition to post-baccalaureate careers or further educational opportunities.
- b. Scholarly Activities: Scholarly and creative activities are disciplinary or interdisciplinary expressions or interpretations that develop ideas, frame questions, create new forms of representation, solve problems, or explore enduring puzzles.
- c. Service: Service is participation in the shared governance of the academy and the use of disciplinary or professional expertise and talents to contribute to the betterment of multiple environments, including professional and disciplinary associations, or non-profit and governmental agencies.
- d. Other Duties: Projects and tasks completed or undertaken on reassigned time will be evaluated in accordance with the three areas of performance delineated above as appropriate.

Faculty will submit a Portfolio for review as stated in Section V of the Handbook.

## MANAGEMENT DEPARTMENT RATING SCALE

The following rating scale will be applied to tenure track faculty portfolios:

Progressing Toward Tenure:	Faculty member has shown progress in the areas of teaching, scholarly activity, and service as specified in the "Expectations for Tenure and Promotion from Assistant to Associate" detailed in this document.
Not Progressing Toward Tenure:	Faculty member is not progressing in at least 1 of the areas of teaching, scholarly activity, or service as specified in the "Expectations for Tenure and Promotion from Assistant to Associate" detailed in this document.

The following scale will be applied to tenured faculty Post Tenure Review portfolios:

Meets Post Tenure Expectations	Faculty member maintains activity level in the area of teaching, scholarly activity and/or service as specified in the "Expectations for Post Tenure Review" detailed in this document.
Needs Improvement	Faculty member's performance does not meet expectations as specified in the "Expectations for Post Tenure Review" detailed in this document. If a faculty member has a 'needs improvement' rating in any area, the faculty member will need to develop and submit an individualized performance improvement plan.

## CRITERIA AND GUIDELINES

These guidelines specify the standards for Meets Standards pertaining to each criterion listed below, and provide examples of activities for each rating except for a "Needs Improvement" rating.

### **TEACHING**

Teaching is a complex and reflective human activity that, in the higher education context, is offered in a forum that is advanced, semi-public, and essentially critical in nature. No single definition can possibly suffice to cover the range of talents that go into excellent teaching or that could be found across the board in the varied departments and disciplines of an entire university. Good teachers are scholars, researchers, inventors, scientists, creators, artists, professionals, investigators, practitioners or those with advanced expertise or experience who share knowledge, using appropriate methodologies, and who demonstrate and encourage enthusiasm about the subject matter in such a way as to leave the student with a lasting and vivid conviction of having benefited from that interaction.

Effective teachers typically maintain high academic standards, prepare students for professional work and development, facilitate student achievement, and provide audiences for student work. Some might add that the best teaching transmits specific skills or enhances talents that students possess, while others would note that good teaching develops habits of mind or provides models of scholarly,

scientific, artistic or professional behavior and inquiry much more important than particular information. Faculty typically aspire to a number of other civic purposes in the classroom that may also include encouraging their students to long for the truth, to aspire to achievement, to emulate heroes, to become just, or to do good, for example.

At the instructional level, the most important responsibilities of a teacher to his/her students are the following:

- (1) Content Expertise: To demonstrate knowledge and/or relevant experience: Effective teachers display knowledge of their subject matters in the relevant learning environment (classroom, on-line, hybrid, field work, etc.), which typically includes the skills, competencies, and knowledge in a specific subject area in which the faculty member has received advanced experience, training, or education.

Examples of activities that demonstrate content expertise may include:

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

- (2) Instructional Design: To re-order and re-organize this knowledge/experience for student learning: Effective teachers design course objectives, syllabi, materials, activities, and experiences that are conducive to learning.

Examples of activities that demonstrate instructional design may include:

- |  |   |   |
|--|---|---|
| ▪ Identify and communicate appropriate learning objectives | ▪ Course objectives, learning objectives, assignments, assessments are consistent | ▪ Develop a detailed course outline for students  |
| ▪ Syllabus clearly states grading policies                 | ▪ Attends teaching workshops/seminars and implements new ideas                    | ▪ Develops assignments, class activities, assessment instruments that provide students with opportunities to apply course content |
| ▪ Develop new courses                                      | ▪ Revise Regular Course syllabi as needed   | ▪ Active learning opportunities   |
| ▪ Peer-to-peer learning opportunities                      |   |   |

- (3) Instructional Delivery: To communicate and “translate” this knowledge/experience into a format accessible to students: Effective teachers communicate information clearly, create environments conducive to learning, and use an appropriate variety of teaching methods.

Examples of activities that demonstrate instructional delivery may include:

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|-------------------------------|--------------------------------|--------------------|
| ▪ Uses multiple pedagogies in | ▪ Incorporates technology into | ▪ Attends teaching |
|-------------------------------|--------------------------------|--------------------|

the class to meet needs of diverse learning styles

- Communicate class/chapter/course objectives
- Organization and preparation of the course

the class

- Provide additional materials to students via website, Blackboard, etc.

workshops/seminars and implements new ideas

- Use of group activities

- (4) Instructional Assessment: To evaluate the mastery and other accomplishments of students: Effective teachers design assessment procedures appropriate to course objectives, ensure fairness in student evaluation and grading, and provide constructive feedback on student work.

Examples of activities that demonstrate instructional assessment may include:

- Design course assessment instruments to measure course learning objectives
- Advise students on their academic weaknesses and how they may improve future performance
- Develop multiple types of assessments to meet needs of diverse learning styles
- Assessments are current and updated regularly
- Ensure all graded work is made available to students for their review
- Provide reviews for exams

- (5) Advising In and Beyond the Classroom: To provide guidance for students as they pursue undergraduate and post-baccalaureate education and/or employment: Effective advisors interact with students to provide career guidance and information, degree program guidance and information (e.g., advice on an appropriate schedule to facilitate graduation), and answers to questions relating to a discipline.

Activities that demonstrate advising may include:

- Attends department advising workshops
- Participates in Department and Metro Advising activities (Majors Fair, Metro Open House, etc.)
- Writes letters of recommendation
- Supervises original student research
- Uses appropriate forms (CAPP adjustments, advising waivers)
- Incorporates advising component into the class
- Provides career or graduate school advice to student
- Uses the Banner Tracking system
- Supervises an IDP, independent study, internship
- Maintains contacts in the industry to enhance career advising

## **SCHOLARLY ACTIVITIES**

Scholarly and creative activities are disciplinary or interdisciplinary expressions or interpretations that develop ideas, frame questions, create new forms of representation, solve problems, or explore enduring puzzles.

Purposes include, but are not limited to, the following: advancing knowledge or culture through original research or creative activities; interpreting knowledge within or across disciplines; synthesizing

information across disciplines, across topics, or across time; aiding society or disciplines in addressing problems; or enhancing knowledge of student learning and effective teaching.

Typically, to be considered scholarship, findings should be disseminated to either peer review by disciplinary scholars or professional or governmental organizations; or critical reflection by a wider community, including corporations or non-profit organizations, for example.

In addition to these scholarly activities, and depending on the specific Department Guidelines, this category may also include activities in which the faculty member shares other knowledge with members of the learned and professional communities; continued education and professional development activities appropriate to professional status or assignments; and other activities specific to the faculty member's discipline or assigned responsibilities.

Activities that demonstrate scholarly activities may include:

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|--|---|--|
| ▪ Publication of an articles in a peer reviewed journal  | ▪ Publication of scholarly books or books of applied (contribution to practice) scholarship by respected publishers | ▪ Publication of trade books, teaching lab or case books, published by respected publishers  |
| ▪ Publication of 1 <sup>st</sup> edition or revision of textbook by respected publishers and reviewed by peers | ▪ Publication of chapters in edited scholarly books or edited textbooks   | ▪ Development of original data base or software  |
| ▪ Presentation of peer-reviewed papers at conferences  | ▪ Publication of peer-reviewed conference papers in proceedings   | ▪ Publication of course supplements to texts   |
| ▪ Publication of cases in textbooks by respected publishers  | ▪ Publication of book review or interview by peer reviewed journal  | ▪ Publication and dissemination of cases by respected academic or professional organizations |
| ▪ Serving as a panelist at a professional or academic conference   | ▪ Presentation of a non-peer reviewed paper   | ▪ Invited keynote speaker  |
| ▪ Presentation of a workshop   | ▪ Professional certification (CPE or CEU to maintain professional certification)                                    | ▪ Serving as editor of a preferred journal   |
| ▪ Supervise and co-author original student research  | ▪   | ▪  |

## SERVICE

Faculty engage in service when they participate in the shared governance and good functioning of the institution; service to the institution can be at the program, department, school, or university level. Beyond the institution, faculty engage in service when they use their disciplinary and/or professional expertise and talents to contribute to the betterment of their multiple environments, such as regional communities, professional and disciplinary associations, non-profit organizations, or government agencies.

Activities that demonstrate service may include:

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

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

The management Department faculty have developed two profiles identifying appropriate activities for tenure and promotion to Associate Professor. It is expected that there be integration between discipline/course topics, scholarly activities, and service. Candidates for tenure are expected to meet the following criteria to be considered for tenure:

### Profile 1: Teaching Excellence, Scholarly Activity Excellence, Satisfactory Service

TEACHING	SCHOLARLY ACTIVITY	SERVICE
<ul style="list-style-type: none"> <li>▪ Effectively use multiple pedagogies</li>   <li>▪ Include activities and/or assignments that provide a practical application of course material</li> <li>▪ Show effective classroom delivery, content, and design</li>   <li>▪ Demonstrate maintenance of currency in the discipline</li> <li>▪ Implement suggestions of peer observers, as appropriate</li>   <li>▪ A minimum of 2 classroom observations by department faculty and implementation of suggestions, as appropriate</li> <li>▪ Show continuous improvement in SRI scores if substantially below the department mean. On average SRI scores should be no more than 0.2 points below department means. A score of 4.61 or greater reflects excellence in teaching.</li>   <li>▪ Actively participate in department and school assessment activities and implement changes as determined by department and/or school faculty</li>   <li>▪ Use Banner Tracking to record sessions that includes writing notes on what was discussed or advised when necessary</li>   <li>▪ Participate in Dept advising activities such as: supervise independent studies or internships, department training sessions, majors fairs, Metro Open</li> </ul>	<ul style="list-style-type: none"> <li>▪ A minimum of 5 scholarly activities:                             <ul style="list-style-type: none"> <li>○ 2 of the scholarly activities are peer reviewed journal articles or Class I activities</li> <li>○ At least 1 scholarly activity is a single author or 1<sup>st</sup> author</li> </ul> </li>   <li>▪ Maintain Academically Qualified status</li> </ul>	<ul style="list-style-type: none"> <li>• Service activities in 2 of the 5 areas (department, school, university, professional, or community work related to discipline) that fit needs of the department and school</li>   <li>• Make substantive contributions in service activities – more than attending meetings</li>   <li>• Serve in at least 1 leadership positions (only 1 of which can be in the department). Examples include: Board member, chair, co-chair, officer, track chair, etc.</li> </ul>



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

### Profile 2: Teaching Excellence, Satisfactory Scholarly Activity, Service Excellence

TEACHING	SCHOLARLY ACTIVITY	SERVICE
<ul style="list-style-type: none"> <li>▪ Effectively use multiple pedagogies</li>   <li>▪ Include activities and/or assignments that provide a practical application of course material</li>   <li>▪ Show effective classroom delivery, content, and design</li>   <li>▪ Demonstrate maintenance of currency in the discipline</li>   <li>▪ Implement suggestions of peer observers, as appropriate</li> <li>▪ A minimum of 2 classroom observations by department faculty and implementation of suggestions, as appropriate</li> <li>▪ Show continuous improvement in SRI scores if substantially below the department mean. On average SRI scores should be no more than 0.2 points below department means. A score of 4.61 or greater reflects excellence in teaching.</li>   <li>▪ Actively participate in department and school assessment activities and implement changes as determined by department and/or school faculty</li>   <li>▪ Use Banner Tracking to record sessions that includes writing notes on what was discussed or advised when necessary</li>   <li>▪ Participate in Dept advising activities such as: supervise independent studies or internships, department training sessions, majors fairs, Metro Open House, SOAR, etc.</li> </ul>	<ul style="list-style-type: none"> <li>▪ A minimum of 5 peer/editor reviewed scholarly activities:               <ul style="list-style-type: none"> <li>○ 1 activity must be a journal article or other Classification I activity</li> </ul> </li>   <li>▪ Maintain Academically Qualified Status</li> </ul>	<ul style="list-style-type: none"> <li>• Service activities in 4 of the 5 areas (department, school, university, professional, or community work related to discipline) that fit needs of the department and school</li>   <li>• Make substantive contributions in service activities – more than attending meetings</li>   <li>• Serve in at least 2 leadership positions (only 1 of which can be in the department). Examples include: Board member, chair, co-chair, officer, track chair, etc.</li>   <li>▪ At least 1 leadership position must be substantive (Serve for full term; leadership position requires numerous hours to complete duties, etc.)</li> </ul>

## EXPECTATIONS FOR PROMOTION FROM ASSOCIATE PROFESSOR TO PROFESSOR

### Teaching Excellence, Scholarly Activity Excellence, Service Excellence

It is expected that there be integration between discipline/course topics, scholarly activities, and service.

Candidates for promotion to Professor are expected to meet the following criteria:

TEACHING	SCHOLARLY ACTIVITY	SERVICE
<ul style="list-style-type: none"> <li>▪ Effectively use multiple pedagogies</li>   <li>▪ Include activities and/or assignments that provide a practical application of course material</li> <li>▪ Show effective classroom delivery, content, and design</li>   <li>▪ Demonstrate maintenance of currency in the discipline</li>   <li>▪ Conduct classroom observations of department tenure-track and affiliate faculty</li> <li>▪ Show continuous improvement in SRI scores if substantially below the department mean. On average SRI scores should be no more than 0.2 points below department means. An average score of 4.61 or greater reflects excellence in teaching. Will use the SRI question "contribution to the course" for evaluation purposes.</li>   <li>▪ Actively participate in department and school assessment activities and implement changes as determined by department and/or school faculty</li>   <li>▪ Use Banner Tracking to record advising sessions</li>   <li>▪ Participate in Dept advising activities such as: supervise independent studies or</li> </ul>	<ul style="list-style-type: none"> <li>▪ Maintain Academically Qualified Status</li>   <li>▪ A minimum of 5 scholarly activities</li>   <li>▪ A minimum of 2 scholarly Class I activities</li>   <li>▪ An average of one Class I scholarly activity every 4 years since promotion to Associate Professor</li> </ul>	<ul style="list-style-type: none"> <li>• Service activities in 3 of the 5 areas (department, school, university, professional, or community work related to discipline) that fit needs of the department and school</li>   <li>• Make substantive contributions in service activities – more than attending meetings</li>   <li>• Serve in at least 2 substantive leadership positions (at least 1 position must be outside the department). Examples include: Board member, chair, co-chair, officer, track chair, etc. (Substantive contribution indicates numerous hours to complete duties, serving for full term of position, etc.)</li> </ul>

internships, department training sessions, majors fairs, Metro Open House, SOAR, etc.

### EXPECTATIONS FOR POST TENURE REVIEW

It is expected that there be integration between discipline/course topics, scholarly activities, and service. It is expected that tenured faculty will maintain their activity level in all 3 areas.

Candidates for Post Tenure Review are expected to meet the following criteria:

TEACHING	SCHOLARLY ACTIVITY	SERVICE
<ul style="list-style-type: none"> <li>▪ Effectively use multiple pedagogies</li>   <li>▪ Include activities and/or assignments that provide a practical application of course material</li> <li>▪ Show effective classroom delivery, content, and design</li>   <li>▪ Demonstrate maintenance of currency in the discipline</li> <li>▪ Conduct classroom observations of department tenure-track and affiliate faculty</li> <li>▪ Show continuous improvement in SRI scores if substantially below the department mean. An average score of 4.0 or greater reflects satisfactory teaching. Will use the SRI question "contribution to the course" for evaluation purposes</li>   <li>▪ Actively participate in department and school assessment activities and implement changes as determined by department and/or school faculty</li>   <li>▪ Use Banner Tracking to record advising sessions</li>   <li>▪ Participate in Dept advising activities such as: supervise independent studies or internships, department training sessions, majors fairs, Metro Open House, SOAR, etc.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Maintain Academically Qualified Status</li> </ul>	<ul style="list-style-type: none"> <li>• Service activities in 2 of the 5 areas (department, school, university, professional, or community work related to discipline) that fit needs of the department and school</li>   <li>• Make substantive contributions in service activities – more than attending meetings</li>   <li>• Serve in at least 2 leadership positions ((at least 1 position must be outside the department). Examples include: Board member, chair, co-chair, officer, track chair, etc.</li> </ul>

## ACADEMICALLY QUALIFIED STANDARDS

To maintain academically qualified status, a faculty member must:

- Have 5 scholarly activities within a five-year period with
  - At least 1 Classification I activity **OR** 3 Classification II activities
  - At least 2 scholarly activities must be within the most recent two-year period

### Classification I

1. Publication of an article in a Department and/or School preferred peer reviewed journal.
2. Publication of scholarly books, books of applied [contribution to practice] scholarship, or research monographs by preferred publishers.
3. Publication of trade books, teaching lab or case books published by widely respected publishers.
4. Publication of first edition or revision of a textbook by preferred publishers. Textbook must be peer reviewed.
5. Publication of chapters in edited scholarly books or edited textbooks by preferred publishers. Each book chapter in a different book counts as one intellectual contribution. Each chapter, if they, are truly separate papers, in the same scholarly book counts as one intellectual contribution. Multiple chapters in an edited textbook count as a single contribution.
6. The development of original data bases or original software in public use.

### Classification II

1. Presentation of peer-reviewed full papers at preferred meetings or conferences [preferred conferences or meetings should be widely respected academic or professional associations having a selective peer-review process as enumerated by the individual Departments and/or the School of Business].
2. Presentation of peer-reviewed full papers at preferred meetings or conferences with the publication of the full paper in proceedings of meeting or conference
3. Presentation of peer-reviewed full papers at preferred meetings or conferences with publication of an abstract.
4. Publication of first editions or major revisions of scholarly books or textbooks by presses not included in Classification I, but not self-published.
5. Publication of course supplement to texts (study guides, test banks etc.) included in Classification I.
6. Publication in refereed/peered reviewed journals not on the department/school preferred list, but not self-published.
7. Presentation of a major (e.g. keynote or plenary) address at a preferred academic or professional meeting or conference.
8. Serving as Editor [or co-editor] of a preferred journal or as editor of a special edition of a preferred journal.
9. Publication of cases in textbooks published by preferred publishers.
10. Publication of a book review or interview in a preferred peer reviewed journal.
11. Publication and dissemination of cases by widely respected academic or professional associations.
12. The development of instructional software in public use.\*

\* Public use of original software or databases must be documented by the faculty member.

### **Classification III**

1. Presentation of peer-reviewed papers at and/or publication of full papers or abstracts of full papers in the proceedings of other meetings or conferences
2. Presentation of peer-reviewed work in poster sessions or research forums of professional meetings or conferences.
3. Serving as a panelist at a panel presentation at a professional conferences or meetings.
4. Make a presentation at a conference [examples: no full paper; a teaching note, case development, abstract only with power point or overhead, etc.]
5. Serving as associate editor or on the editorial board of a preferred refereed journal.
6. Serving as Editor [or co-editor] of a journal or as editor of a special edition of a journal not on the preferred list.
7. Serving as editor of conference proceedings.
8. Serving as editor of a book of readings.
9. Active participation (e.g. reviewer, discussant, or track chair) in academic associations' meeting or scholarly conference.
10. Writing publicly available working papers.
11. Serving as a referee for a preferred peer-reviewed journal.
12. Publication of papers in in-house journals.
13. Presentations (full papers) at faculty workshops or seminars at Metro State.
14. Publication of supplement to texts (study guides, test banks etc.) not included in Classification I.
15. Publication of material describing the design and implementation of new courses for wide, public use.
16. Completion of a formal faculty development program sponsored by a university which requires full-time attendance for one week or more (approximately 40 hours or more of study.)
17. Initial attainment of Professional Certification or documented accumulation of sufficient CPE or CEU or equivalent credits to maintain an active professional certification.