

METROPOLITAN STATE UNIVERSITY OF DENVER
COLLEGE OF BUSINESS

MANAGEMENT DEPARTMENT

FACULTY EVALUATION GUIDELINES
Effective July 1, 2017

DEPARTMENT GUIDELINES REVIEW			
	Approve	Disapprove	Date
<u><i>Debbie Hillman</i></u> Department Chair	x		<i>Feb 1, 2017</i>
<u><i>[Signature]</i></u> Dean of College	✓		<i>2/1/17</i>
<u><i>[Signature]</i></u> Vice President of Academic Affairs/Provost	✓		<i>5-24-17</i>

Approved by chairs 2/1/17

MISSION STATEMENT

We engage a diverse student population with a high-quality, inclusive, interactive and accessible education. We facilitate the development of knowledge and skills necessary to manage and lead organizations

HANBOOK FOR PROFESSIONAL PERSONNEL STATEMENT ON GUIDELINE REVIEW, REVISION AND USAGE (pg. 19)

Guidelines should be reviewed annually, but only updated if deemed necessary. If Department Guidelines are changed, the Chair must submit the current Department Guidelines and revised Department Guidelines, highlighting and explaining the rationale for any changes, to the College/School Committee of Department Chairs, the College/School Dean, and Provost for approval no later than March 1 of each year. The Provost may make revisions to such guidelines. The revised guidelines will be effective immediately for faculty hired in the next academic year. For untenured faculty members the revised guidelines will be effective upon completion of their tenure/early tenure review. For tenured faculty members the revised guidelines will be effective upon completion of their next significant evaluation (i.e., promotion or post-tenure review) or immediately, if the next significant evaluation is more than three years away. Under extremely rare circumstances, changes can be made effective immediately (triggered, for example, by discipline-specific accreditation standards) if a majority of tenure-line faculty in an academic department and the relevant College/School Dean agree such changes are needed and reasonable.

AREAS OF PERFORMANCE

University 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/Meets Standards:	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/Needs Improvement:	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/Meets Standards	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.

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:

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| ▪ 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:

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| ▪ 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
- Peer-to-peer learning opportunities
- Revise Regular Course syllabi as needed
- Active 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:

- Uses multiple pedagogies in the class to meet needs of diverse learning styles
- Communicate class/chapter/course objectives
- Organization and preparation of the course
- Incorporates technology into the class
- Provide additional materials to students via website, Blackboard, etc.
- Attends teaching 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 SSC 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:

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

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, 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.

Activities that demonstrate service may include:

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

EXPECTATIONS FOR TENURE & PROMOTION FROM ASSISTANT 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:

TEACHING	SCHOLARLY ACTIVITY	SERVICE
<ul style="list-style-type: none"> ▪ Use multiple pedagogies and identify impact on students ▪ Include activities and/or assignments that provide a practical application of course material ▪ Use appropriate classroom delivery, content, and design ▪ Demonstrate maintenance of currency in the discipline ▪ A minimum of 2 classroom observations by department faculty and implementation of suggestions, as appropriate ▪ A weighted average score [sum of (N x CRN means) divided by total N] of 4.50 or greater meets standards in teaching. Will use the SRI question #2 "contribution to the course" for evaluation purposes.¹ ▪ Actively participate in department and college assessment activities and implement changes as determined by department and/or school faculty ▪ Advise students on degree, career, graduate school; use current MSU Advising software; supervise independent studies or internships; participate in department training sessions. ▪ Participate in at least 4 of the following activities during a 5 year period: Majors fairs; Metro Open House; Dept/CBUS retention activity, recruiting activity, graduation ceremony. 	<ul style="list-style-type: none"> ▪ A minimum of 5 intellectual and/or scholarly contributions : ▪ 2 peer reviewed journal articles in Department approved outlet per CBUS policies ▪ At least 1 intellectual/scholarly contribution is a single author or 1st author ▪ Maintain Scholarly Academic Status each year per approved CBUS policy on faculty qualifications 	<ul style="list-style-type: none"> • Service activities in 2 of the 5 areas (department, college, University, professional, or community work related to discipline) that fit needs of the department and school • Make substantive contributions in service activities – more than attending meetings - such as serve on subcommittee, contribute to a report, conduct committee research, activities related to student retention • Serve in at least 1 substantive leadership position for. 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.)

¹In narrative, address patterns, outliers, changes made, etc., as they relate to SRIs and Student Comments

EXPECTATIONS FOR PROMOTION FROM ASSOCIATE PROFESSOR TO PROFESSOR

A faculty member who is an untenured Associate Professor submitting a portfolio for tenure & promotion must meet "Expectations for Tenure".

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

TEACHING	SCHOLARLY ACTIVITY	SERVICE
<ul style="list-style-type: none"> ▪ Use multiple pedagogies and identify impact on students ▪ Include activities and/or assignments that provide a practical application of course material ▪ Use appropriate classroom delivery, content, and design ▪ Demonstrate maintenance of currency in the discipline ▪ Conduct classroom observations of department tenure-track and affiliate faculty ▪ A weighted average score [sum of (N x CRN means) divided by total N] of 4.50 or greater meets standards in teaching. Will use the SRI question #2 "contribution to the course" for evaluation purposes.¹ ▪ Actively participate in department and college assessment activities and implement changes as determined by department and/or school faculty ▪ Advise students on degree, career, graduate school; use current MSU Advising software; supervise independent studies or internships; participate in department training sessions. ▪ Participate in at least 4 of the following activities during a 5 year period: Majors fairs; Metro Open House; Dept/CBUS retention activity, recruiting activity, graduation ceremony. 	<ul style="list-style-type: none"> ▪ A minimum of 5 intellectual /scholarly contributions ▪ If promoting to Professor within 5 years of promotion to Associate Professor 2 peer reviewed journal articles in Department approved outlet per CBUS policies are required. Otherwise an average of at least one peer reviewed journal article every 4 years since promotion to Associate Professor ▪ Maintain Scholarly Academic Status each year per approved CBUS policy on faculty qualifications 	<ul style="list-style-type: none"> • Service activities in 2 of the 5 areas (department, college, University, professional, or community work related to discipline) that fit needs of the department and college • Make substantive contributions in service activities -- more than attending meetings -- such as serve on subcommittee, contribute to a report, conduct committee research, activities related to student retention • Serve in at least 1 substantive leadership position. 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.)

¹In narrative, address patterns, outliers, changes made, etc., as they relate to SRIs and Student Comments

EXPECTATIONS FOR POST TENURE REVIEW

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

TEACHING	SCHOLARLY ACTIVITY	SERVICE
<ul style="list-style-type: none"> ▪ Use multiple pedagogies and identify impact on students ▪ Include activities and/or assignments that provide a practical application of course material ▪ Use appropriate classroom delivery, content, and design ▪ Demonstrate maintenance of currency in the discipline ▪ Conduct classroom observations of department tenure-track and affiliate faculty ▪ A weighted average score of [sum of (N x CRN means) divided by total N] of 4.00 or greater meets standards in teaching. Will use the SRI question #2 "contribution to the course" for evaluation purposes.¹ ▪ Actively participate in department and college assessment activities and implement changes as determined by department and/or school faculty ▪ Advise students on degree, career, graduate school; use current MSU Advising software; supervise independent studies or internships; participate in department training sessions. ▪ Participate in at least 4 of the following activities during a 5 year period: Majors fairs; Metro Open House; Dept/CBUS retention activity, recruiting activity, graduation ceremony. 	<ul style="list-style-type: none"> ▪ A minimum of 5 intellectual /scholarly contributions ▪ 2 peer reviewed journal articles in Department approved outlet per CBUS policies ▪ Maintain Scholarly Academic or Practice Academic Status each year per approved CBUS policy on faculty qualifications OR ▪ Maintain PA status as determined by a PA plan approved by the department chair and dean. The PA plan must be included in the portfolio as an additional material required by department 	<ul style="list-style-type: none"> • Service activities in 2 of the 5 areas (department, college, University, professional, or community work related to discipline) that fit needs of the department and college • Serve in at least 1 leadership position. Examples include: board member, chair, co-chair, officer, track chair, etc.

¹In narrative, address patterns, outliers, changes made, etc., as they relate to SRIs and Student Comments

CRITERIA FOR EMERITUS STATUS OF FACULTY

According to MSU Denver's *Handbook for Professional Personnel*, "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" (pg. 36). A department chair or any faculty member of the department may nominate faculty for emeritus status.

In addition to these basic requirements of the University, Emeritus Status in the Management Department requires the following.

- Upon retirement, be qualified as SA, PA, SP or IP status.
- Have a teaching history reflecting Department standards, such as weighted average SRIs of 4.5 or higher, participating in advising and assessment, and other student involvement and support.
- Have a record of service at all three levels of the university (Department, College, and University), as well as service to the community and the profession.
- Have a desire to stay involved with the Department.

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 full-time faculty members of the department and by the Dean of the College of Business, 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 *Handbook for Professional Personnel*.

EVALUATION & EXPECTATIONS OF AFFILIATE FACULTY

TEACHING	SCHOLARLY ACTIVITY	SERVICE
<ul style="list-style-type: none"> ▪ Use multiple pedagogies ▪ Include activities and/or assignments that provide a practical application of course material ▪ Use appropriate classroom delivery, content, and design ▪ Shall be observed once in their first semester of teaching and annually thereafter. Continuing affiliate faculty with SRIs greater than 4.5 will be observed at least once every 2 years ▪ Implement suggestions of peer observers, as appropriate ▪ A weighted average score [sum of (N x CRN means) divided by total N] of 4.50 or greater meets standards in teaching. Will use the SRI question #2 "contribution to the course" for evaluation purposes. ▪ Actively participate in department and college assessment activities ▪ Meet contractual obligations 	<ul style="list-style-type: none"> ▪ Demonstrate maintenance of currency in the discipline ▪ May be asked to document professionally qualified status which may include: recent education/certification/licensure experience, work experience, intellectual contributions or scholarly contributions (See activities Scholarly Practitioner or Instructional Practitioner standards), and in some cases SA or PA 	

EVALUATION AND EXPECTATIONS OF CATEGORY II FACULTY

Teaching a 5/5 load

Category II faculty who wish to be reappointed must undergo a comprehensive review by submitting a portfolio as stated in Section VI of the Handbook.

TEACHING	SCHOLARLY ACTIVITY	SERVICE
<ul style="list-style-type: none"> ▪ Use multiple pedagogies ▪ Include activities and/or assignments that provide a practical application of course material ▪ Use appropriate classroom delivery, content, and design ▪ Shall be observed once in their first semester of teaching. Continuing Category II faculty will be observed once per year ▪ Implement suggestions of peer observers, as appropriate ▪ A weighted average score [sum of (N x CRN means) divided by total N] of 4.50 or greater meets standards in teaching. Will use the SRI question #2 "contribution to the course" for evaluation purposes. ▪ Actively participate in department and school assessment activities ▪ Meet contractual obligations 	<ul style="list-style-type: none"> ▪ Demonstrate maintenance of currency in the discipline ▪ document professionally qualified status which may include: recent education/certification/licensure experience, work experience, intellectual contributions or scholarly contributions (See activities Scholarly Practitioner or Instructional Practitioner standards) and in some cases SA or PA 	

EVALUATION AND EXPECTATIONS OF CATEGORY II FACULTY

Teaching a 4/4 load

Category II faculty who wish to be reappointed must undergo a comprehensive review by submitting a portfolio as stated in Section VI of the Handbook.

TEACHING	SCHOLARLY ACTIVITY	SERVICE
<ul style="list-style-type: none"> ▪ Use multiple pedagogies ▪ Include activities and/or assignments that provide a practical application of course material ▪ Use appropriate classroom delivery, content, and design ▪ Shall be observed once in their first semester of teaching. Continuing Category II faculty will be observed once per year ▪ Implement suggestions of peer observers, as appropriate ▪ A weighted average score [sum of (N x CRN means) divided by total N] of 4.50 or greater meets standards in teaching. Will use the SRI question #2 "contribution to the course" for evaluation purposes. ▪ Actively participate in department and school assessment activities ▪ Meet contractual obligations 	<ul style="list-style-type: none"> ▪ Demonstrate maintenance of currency in the discipline ▪ May be asked to document professionally qualified status which may include: recent education/certification/licensure experience, work experience, intellectual contributions or scholarly contributions (See activities Scholarly Practitioner or Instructional Practitioner standards) or in some cases SA or PA 	<ul style="list-style-type: none"> ▪ Attend department meetings ▪ Service activities in 2 of the 5 areas (department, college, university, professional, or community work related to the discipline)