

The Attached Departmental Guidelines for the
Department of

Political Science

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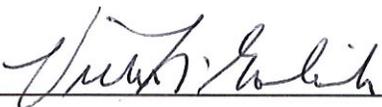
The Metropolitan State University of Denver
are submitted for Approval for the Period

August 1, 2017 through July 31, 2019

Approvals:

Department Chair  Date 12/11/2017

Dean Joan Laura Foster Digitally signed by Joan Laura Foster
DN: cn=Joan Laura Foster, o=MSU Denver, ou=Letters,
Arts and Sciences, email=fosterjl@msudenver.edu, c=US
Date: 2018.03.26 08:57:53 -06'00' Date _____

VPAA  Date 5-1-18

Department of Political Science

DEPARTMENTAL GUIDELINES 2018

EVALUATION GUIDELINES

Metropolitan State University-Denver was founded in 1965 with a vision to provide an urban education with affordable tuition, professors who are experts in their fields, and a curriculum attuned to the real world. The faculty and staff strive to meet the needs of students from a rich and diverse mixture of age groups, socioeconomic classes, ethnic backgrounds, and life experiences. While upholding high academic standards, the faculty seeks to accommodate the myriad needs of nontraditional students, offering classes on weekdays, evenings, and weekends at three locations in the metropolitan area. It has also developed on-line offerings. The college also provides a network of support services.

In establishing the standards for the college evaluation criteria, the Political Science Department recognizes that the rating for every faculty member should reflect the overall contribution made under each one of the criteria listed and that each evaluation should reflect the full and proper consideration of all material relevant to the criterion in question.

For faculty hired to tenure track prior to August of 2011, consideration of weights and measures as established by the annual review process and in collaboration with the department chair shall be taken into consideration.

To clarify expectations, the College of Letters, Arts and Sciences has established a set of General Standards of Performance for all faculty members within the College. Compliance with CLAS General Standards is a prerequisite to a satisfactory performance rating on faculty evaluations. These standards are found at: <https://msudenver.edu/las/policies/faculty/> Specifically these state:

General Standards of Performance for Faculty

College of Letters, Arts and Sciences

University policies are in the Handbook for Personnel, the catalog and on the policy website. College policies are under the purview of the Dean in consultation with the academic department Chairs. Departmental policies are established by the Chair in consultation with the Dean and their Faculty. The General Standards of Performance for the Faculty in the College of Letters, Arts and Sciences are:

1. Timely performance of responsibilities and other responsibilities as specified in the faculty member's contract, the Handbook, and in accordance with the academic and procedural calendars including submission of grades by the deadline established by the Registrar.
2. Adherence to accepted standards of professional conduct as established by the Handbook and AAUP.
3. Faculty are expected to be available by email or phone during their contractual period which for full time faculty is August 1 through May 30th, excluding when the campus is closed.
4. Faculty shall be responsible for the conduct of assigned classes and submitting grades by the University deadline; 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.
5. During the first week of class faculty shall present to all students attending class a syllabus containing the course description, their grading criteria, CLAS syllabus policies and special notices required by law or institutional policy.
6. Faculty shall, as established by departmental policies, adopt such procedures as necessary to assure that adequate and accurate records of student performance are maintained.
7. Full-time faculty shall establish, post, and keep a minimum of 5 office hours weekly during each academic term of the regular academic year.
8. The normal teaching load for full-time faculty is 24 semester credit hours per academic year.
9. In addition to teaching their classes, full-time faculty members shall prepare for classes, evaluate students' performance, confer with and advise students. Tenure-line faculty will participate in committee work, scholarly activities, service and other appropriate professional activities. Full-time faculty are expected to devote an average of at least 40 hours per week during the contract year to meeting their teaching and other obligations.
10. 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.
11. Faculty shall respond to emails in a timely manner as established by their departmental policies.

TEACHING

Teaching is the act of creating and maintaining an environment that enhances the opportunities for student learning and disciplinereLATED growth; it includes advising students to facilitate graduation and to transition to post baccalaureate careers or further educational opportunities.

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.

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 postbaccalaureate education and/or employment:
Effective advisors interact with students to provide career guidance and information, degree program guidance and information appropriate schedule to facilitate graduation), and answers to questions relating to a discipline.

GUIDELINES TO ACHIEVE TENURE: THE TENURE CANDIDATE MUST DEMONSTRATE THAT EACH COURSE IS KEPT CURRENT THROUGH REVIEW OF INSTRUCTIONAL RESOURCES AND THE REGULAR ADDITION OF NEW MATERIALS, AS APPROPRIATE.

NARRATIVE DESCRIBES HOW COURSES ARE DESIGNED AND DELIVERED USING MULTIPLE APPROACHES TO FACILITATE STUDENT LEARNING INCLUDING LECTURING AND, BUT NOT LIMITED TO, AT LEAST ONE OF THE FOLLOWING:

1. ENGAGED LEARNING PRACTICES, INCLUDING BUT NOT LIMITED TO GROUP PROJECTS, CLASS PRESENTATIONS, SIMULATIONS, DEBATES, PEER-TO-PEER INSTRUCTION.
2. GUEST SPEAKERS WITH SPECIALIZED EXPERTISE.
3. INTEGRATION OF NEW TECHNOLOGIES AND /OR SOCIAL MEDIA.

EXPECTATIONS FOR STUDENT LEARNING AND PERFORMANCE ARE CLEARLY COMMUNICATED IN SYLLABI AND THE TENURE CANDIDATE USES STUDENT LEARNING OBJECTIVES/OUTCOMES TO FACILITATE STUDENT LEARNING AND ASSESSMENT.

FACULTY MEMBER USES PROFESSIONAL EXPERTISE ALONG WITH COURSE AND/OR PROGRAM ASSESSMENT RESULTS TO IMPROVE COURSES.

FOR ANY GENERAL STUDIES COURSES TAUGHT, THE TENURE CANDIDATE DESIGNED THEIR COURSE IN ACCORDANCE WITH THE OFFICIAL COURSE SYLLABUS MEETING, DEPARTMENTAL AND COLLEGE EXPECTATIONS INCLUDING THE WRITING AND STUDENT LEARNING OUTCOME EXPECTATIONS. ASSESSMENT OF GENERAL STUDIES COURSES COMPLY WITH DEPARTMENTAL AND COLLEGE REQUIREMENTS.

TENURE CANDIDATE'S SRI'S ARE CONSISTENTLY NEAR OR ABOVE THE COLLEGE MEAN FOR SAME LEVEL COURSE OR THEY HAVE SHOWN A TREND OF IMPROVEMENT TOWARD THE PREFIX AVERAGE FOR SAME LEVEL COURSES AND THE NARRATIVE ADDRESSES WORK TOWARD IMPROVING STUDENT RATINGS OF INSTRUCTION THROUGH SHIFTING INSTRUCTIONAL CONTENT AND/OR DESIGN AND/OR DELIVERY AND INCORPORATING FEEDBACK FROM STUDENT COMMENTARY.

TENURE CANDIDATE OBTAINS PEER OBSERVATION AND INCORPORATES FEEDBACK INTO COURSE DESIGN.

FACULTY MEMBER THOROUGHLY AND ACCURATELY ADVISES STUDENTS, USING PROFESSIONAL KNOWLEDGE AND CONTACTS WHEN POSSIBLE, AND HOLDS REGULAR OFFICE HOURS.

THE FACULTY MEMBER SRI'S FOR EACH ACADEMIC YEAR ARE RECORDED IN DIGITAL MEASURES.

EVALUATION STANDARDS FOR TEACHING

Needs Improvement: This rating simply means the faculty member has not accomplished all of the necessary activities to attain the “Meets Standards” rating.

Minimum requirements and/or Standards for Content Expertise have not been met.

NO DEMONSTRATION THAT COURSES ARE REGULARLY UPDATED WITH NEW INFORMATION, AS CONSISTENT WITH THE DISCIPLINE. LITTLE ATTENTION IS GIVEN TO INSTRUCTIONAL DESIGN AND DELIVERY TO FACILITATE STUDENT LEARNING NOR USE OF ASSESSMENT TO IMPROVE THE COURSE.

IF TEACHING GENERAL STUDIES COURSES, FACULTY MEMBER HAS NOT DESIGNED THE COURSE CONSISTENT WITH THE DEPARTMENT’S AND COLLEGE’S EXPECTATIONS OR HAS NOT DONE THE ASSESSMENT REQUIRED BY THE GENERAL STUDIES PROGRAM.

CLASSES ARE NOT EVALUATED USING SRI’S OR THE PATTERN OF SRI’S REMAINS SUBSTANTIALLY BELOW THE COLLEGE PREFIX AVERAGE.

FACULTY LACKS PEER OBSERVATION OR THE PEER OBSERVATION DOES NOT DEMONSTRATE SOUND PEDAGOGY TO SUPPORT STUDENT LEARNING.

FACULTY MEMBER DOES NOT MAINTAIN REGULAR OFFICE HOURS AND MAKES MULTIPLE MISTAKES WHEN ADVISING STUDENTS.

Meets Standards: This performance level demonstrates the minimum required accomplishments for a faculty member.

MEETS STANDARDS: EACH COURSE IS KEPT CURRENT THROUGH REVIEW OF INSTRUCTIONAL RESOURCES AND THE REGULAR ADDITION OF NEW MATERIALS, AS APPROPRIATE.

NARRATIVE DESCRIBES HOW COURSES ARE DESIGNED AND DELIVERED USING MULTIPLE APPROACHES TO FACILITATE STUDENT LEARNING INCLUDING LECTURING AND, BUT NOT LIMITED TO, AT LEAST ONE OF THE FOLLOWING:

- 4. ENGAGED LEARNING PRACTICES, INCLUDING BUT NOT LIMITED TO GROUP PROJECTS, CLASS PRESENTATIONS, SIMULATIONS, DEBATES, PEER-TO-PEER INSTRUCTION
- 5. GUEST SPEAKERS WITH SPECIALIZED EXPERTISE

6. INTEGRATION OF NEW TECHNOLOGIES AND /OR SOCIAL MEDIA EXPECTATIONS FOR STUDENT LEARNING AND PERFORMANCE ARE CLEARLY COMMUNICATED IN SYLLABI AND THE TENURE CANDIDATE USES STUDENT LEARNING OBJECTIVES/OUTCOMES TO FACILITATE STUDENT LEARNING AND ASSESSMENT.

FACULTY MEMBER USES PROFESSIONAL EXPERTISE ALONG WITH COURSE AND/OR PROGRAM ASSESSMENT RESULTS TO IMPROVE COURSES.

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THE TENURE CANDIDATE OBTAINS PEER OBSERVATION AND INCORPORATES FEEDBACK INTO COURSE DESIGN.

FACULTY MEMBER THOROUGHLY AND ACCURATELY ADVISES STUDENTS, USING PROFESSIONAL KNOWLEDGE AND CONTACTS WHEN POSSIBLE, AND HOLDS REGULAR OFFICE HOURS.

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.

GUIDELINES TO ACHIEVE TENURE: THE TENURE CANDIDATE MUST DEMONSTRATE THAT DURING THEIR PROBATIONARY PERIOD THE TENURE CANDIDATE HAS HAD A DISCIPLINARY OR PEDAGOGICAL OR CREATIVE WORK ACCEPTED IN A PEER-REVIEWED OR PROFESSIONAL OR SCHOLARLY PUBLICATION OR THE DISCIPLINARY EQUIVALENT. ADDITIONALLY, THEY HAVE HAD MULTIPLE PRESENTATIONS OF THEIR SCHOLARLY OR CREATIVE WORKS ACCEPTED AFTER REVIEW FOR PRESENTATION AT PROFESSIONAL MEETINGS.

Evaluation Standards for Scholarly Activities

<p><u>Needs Improvement:</u> This rating simply means the faculty member has not accomplished all of the necessary activities to attain the “Meets Standards” rating.</p>	<p>Minimum requirements and/or Standards have not been met. NEEDS IMPROVEMENT: DURING THE PROBATIONARY PERIOD, THE FACULTY MEMBER DOES NOT PRODUCE WORK THAT IS ACCEPTED THROUGH PEER REVIEWED OR ACCEPTED AFTER REVIEW AT PROFESSIONAL MEETINGS AT A REGIONAL, NATIONAL OR INTERNATIONAL LEVEL</p>
<p><u>Meets Standards:</u> This performance level demonstrates the minimum required accomplishments for a faculty member.</p>	<p>MEETS STANDARDS: DURING THEIR PROBATIONARY PERIOD THE TENURE CANDIDATE HAS HAD A DISCIPLINARY OR PEDAGOGICAL OR CREATIVE WORK ACCEPTED IN A PEER-REVIEWED OR PROFESSIONAL OR SCHOLARLY PUBLICATION OR THE DISCIPLINARY EQUIVALENT. ADDITIONALLY, THEY HAVE HAD MULTIPLE PRESENTATIONS OF THEIR SCHOLARLY OR CREATIVE WORKS ACCEPTED AFTER REVIEW FOR PRESENTATION AT PROFESSIONAL MEETINGS.</p>

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 college 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, nonprofit organizations, or government agencies.

GUIDELINES TO ACHIEVE TENURE: THE TENURE CANDIDATE MUST DEMONSTRATE CONTRIBUTIONS TO SHARED GOVERNANCE IN THE DEPARTMENT, SCHOOL OR COLLEGE OR WITHIN THEIR DISCIPLINARY ORGANIZATION OR CONTRIBUTIONS USING THEIR DISCIPLINARY EXPERTISE TO THE COMMUNITY OUTSIDE OF THE COLLEGE.

REGULARLY SUPPORTS DEPARTMENTAL ADMINISTRATIVE AND OUTREACH NEEDS. THESE CONTRIBUTIONS MUST BE OF VALUE TO THE DEPARTMENT. THESE CONTRIBUTIONS OFTEN, BUT NOT EXCLUSIVELY, TAKE THE FORM OF COMMITTEE PARTICIPATION AND PROGRAM OR DEPARTMENT CONTRIBUTIONS.

Evaluation Standards for Service

<p><u>Needs Improvement:</u> This rating simply means the faculty member has not accomplished all of the necessary activities to attain the “Meets Standards” rating.</p>	<p>Minimum requirements and/or Standards for Service have not been met. HAS NOT MADE ONGOING CONTRIBUTIONS.</p>
<p><u>Meets Standards:</u> This performance level demonstrates the minimum required accomplishments for a faculty member.</p>	<p>MEETS STANDARDS: THE TENURE CANDIDATE MUST DEMONSTRATE CONTRIBUTIONS TO SHARED GOVERNANCE IN THE DEPARTMENT, SCHOOL OR COLLEGE OR WITHIN THEIR DISCIPLINARY ORGANIZATION OR CONTRIBUTIONS USING THEIR DISCIPLINARY EXPERTISE TO THE COMMUNITY OUTSIDE OF THE COLLEGE. REGULARLY SUPPORTS DEPARTMENTAL ADMINISTRATIVE AND OUTREACH NEEDS. THESE CONTRIBUTIONS MUST BE OF VALUE TO THE DEPARTMENT. THESE CONTRIBUTIONS OFTEN, BUT NOT EXCLUSIVELY, TAKE THE FORM OF COMMITTEE PARTICIPATION AND PROGRAM OR DEPARTMENTAL CONTRIBUTIONS.</p>

DEPARTMENTAL PEER EVALUATION GUIDELINES 2017

- *All tenured faculty must be considered members of the Faculty Evaluation Committee.
- *All evaluations must be formative and must utilize the tool developed by departmental faculty.
- *All evaluations should be accessible to all tenured-faculty.
- *Probationary and Tenured faculty must be evaluated on Teaching once per academic year by a designated representative(s) of the Faculty Evaluation Committee.
- *Per online courses, Probationary and Tenured faculty must be evaluated on Teaching once per academic year by a designated representative(s) of the Faculty Evaluation Committee.

Department of Political Science
DEPARTMENTAL GUIDELINES 2017
(Handbook for Professional Personnel/Effective July 1, 2017)
Emeritus Status of Faculty 1.Elibility

a.

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. b.

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 yet eligible for emeritus status. **2.Selection**

a.

A department chair or any faculty member of the department may nominate faculty for emeritus status. The nomination should be substantiated in terms of length of service, excellence in teaching, and other contributions to the University. b.

The nomination must be endorsed by a majority of the tenured members of the department and by the dean, who then will forward the recommendation to the Provost. c.

If the Provost concurs with the nomination, the Provost shall forward the nomination to the President.

d.

If the President concurs with the nomination, the President will transmit it to the Board of Trustees for final determination and approval.

3.Benefits: Faculty awarded emeritus status will have the following benefits:

- a. Be a non-voting member of the department;
- b. Have an opportunity to teach up to nine credit hours per semester as a part-time faculty member, if requested by the department;
- c. Be listed in the University Catalog following retirement for life;
- d. Be recognized at an appropriate campus function;
- e. Be given support staff materials as available and deemed appropriate by the chair;
- f. Be entitled to retain a University e-mail account;

- g. Retain library privileges; and,
- h. Be entitled to all other benefits of retired faculty.

Department of Political Science
DEPARTMENTAL GUIDELINES 2017-2019

EVALUATION GUIDELINES FOR CATEGORY II FACULTY

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In establishing the standards for the university evaluation criteria, the Department of Political Science recognizes that the rating for a Category II faculty member should reflect the contributions made under each one of the criteria listed in the teaching category and that each evaluation should reflect the full and proper consideration of all material relevant to teaching.

TEACHING

Teaching is the act of creating and maintaining an environment that 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.

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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:

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(2) Instructional Design: To re-order and re-organize this knowledge / experience for student learning:

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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 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 appropriate schedule to facilitate graduation), and answers to questions relating to a discipline.

GUIDELINES for REAPPOINTMENT THE CATEGORY II FACULTY MUST DEMONSTRATE THAT EACH COURSE IS KEPT CURRENT THROUGH REVIEW OF INSTRUCTIONAL RESOURCES AND THE REGULAR ADDITION OF NEW MATERIALS, AS APPROPRIATE.

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FACULTY MEMBER USES PROFESSIONAL EXPERTISE ALONG WITH COURSE AND/OR PROGRAM ASSESSMENT RESULTS TO IMPROVE COURSES.

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CATEGORY II FACULTY SRI'S ARE CONSISTENTLY NEAR OR ABOVE THE COLLEGE MEAN FOR SAME LEVEL COURSE OR THEY HAVE SHOWN A TREND OF IMPROVEMENT TOWARD THE PREFIX AVERAGE FOR SAME LEVEL COURSES AND THE NARRATIVE ADDRESSES WORK TOWARD IMPROVING STUDENT RATINGS OF INSTRUCTION THROUGH SHIFTING INSTRUCTIONAL CONTENT AND/OR DESIGN AND/OR DELIVERY AND INCORPORATING FEEDBACK FROM STUDENT COMMENTARY.

CATEGORY II FACULTY OBTAINS SUMMATIVE PEER OBSERVATION AND INCORPORATES FEEDBACK INTO COURSE DESIGN.

EVALUATION STANDARDS FOR TEACHING

<p><u>Needs Improvement:</u> This rating simply means the faculty member has not accomplished all of the necessary activities to attain the “Meets Standards” rating.</p>	<p>Minimum requirements and/or Standards for Content Expertise have not been met. NO DEMONSTRATION THAT COURSES ARE REGULARLY UPDATED WITH NEW INFORMATION, AS CONSISTENT WITH THE DISCIPLINE. LITTLE ATTENTION IS GIVEN TO INSTRUCTIONAL DESIGN AND DELIVERY TO FACILITATE STUDENT LEARNING NOR USE OF ASSESSMENT TO IMPROVE THE COURSE. IF TEACHING GENERAL STUDIES COURSES, FACULTY MEMBER HAS NOT DESIGNED THE COURSE CONSISTENT WITH THE DEPARTMENT'S AND COLLEGE'S EXPECTATIONS OR HAS NOT DONE THE ASSESSMENT REQUIRED BY THE GENERAL STUDIES PROGRAM. CLASSES ARE NOT EVALUATED USING SRI'S OR THE PATTERN OF SRI'S REMAINS SUBSTANTIALLY BELOW THE COLLEGE PREFIX AVERAGE. FACULTY LACKS SUMMATIVE PEER OBSERVATION OR THE OBSERVATION DOES NOT DEMONSTRATE SOUND PEDAGOGY TO SUPPORT STUDENT LEARNING. FACULTY MEMBER DOES NOT MAINTAIN REGULAR OFFICE HOURS AND MAKES MULTIPLE MISTAKES WHEN ADVISING STUDENTS.</p>
<p><u>Meets Standards:</u> This performance level demonstrates the</p>	<p>MEETS STANDARDS: EACH COURSE IS KEPT CURRENT THROUGH REVIEW OF INSTRUCTIONAL RESOURCES AND THE REGULAR ADDITION OF NEW MATERIALS, AS APPROPRIATE.</p>

**minimum
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DEPARTMENT OF POLITICAL SCIENCE 2017 – 2019

GUIDELINES FOR PROMOTION FROM CATEGORY II/LECTURER TO CATEGORY II/SENIOR LECTURER:

The Department of Political Science, following the guidelines outlined in the Handbook for Professional Personnel would consider the following standards to be met:

1. A record of excellence in teaching based on student evaluations for six years.
2. A record of excellence in service to the Department of Political Science.

Department of Political Science
DEPARTMENTAL GUIDELINES 2017-2019

EVALUATION GUIDELINES FOR CATEGORY III AFFILIATE FACULTY

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(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:

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FOR ANY GENERAL STUDIES COURSES TAUGHT, THE TENURE CANDIDATE DESIGNED THEIR COURSE IN ACCORDANCE WITH THE OFFICIAL COURSE SYLLABUS MEETING, DEPARTMENTAL AND COLLEGE EXPECTATIONS INCLUDING THE WRITING AND STUDENT LEARNING OUTCOME EXPECTATIONS. ASSESSMENT OF GENERAL STUDIES COURSES COMPLY WITH DEPARTMENTAL AND COLLEGE REQUIREMENTS.

CATEGORY III FACULTY SRI'S ARE CONSISTENTLY NEAR OR ABOVE THE COLLEGE MEAN FOR SAME LEVEL COURSE OR THEY HAVE SHOWN A TREND OF IMPROVEMENT TOWARD THE PREFIX AVERAGE FOR SAME LEVEL COURSES AND THE NARRATIVE ADDRESSES WORK TOWARD IMPROVING STUDENT RATINGS OF INSTRUCTION THROUGH SHIFTING INSTRUCTIONAL CONTENT AND/OR DESIGN AND/OR DELIVERY AND INCORPORATING FEEDBACK FROM STUDENT COMMENTARY.

CATEGORY III FACULTY OBTAINS SUMMATIVE PEER OBSERVATION AND INCORPORATES FEEDBACK INTO COURSE DESIGN.

EVALUATION STANDARDS FOR TEACHING

<p><u>Needs Improvement:</u> This rating simply means the faculty member has not accomplished all</p>	<p>Minimum requirements and/or Standards for Content Expertise have not been met. NO DEMONSTRATION THAT COURSES ARE REGULARLY UPDATED WITH NEW INFORMATION, AS CONSISTENT WITH THE DISCIPLINE. LITTLE ATTENTION IS GIVEN TO INSTRUCTIONAL DESIGN AND DELIVERY TO FACILITATE STUDENT LEARNING NOR USE OF ASSESSMENT TO IMPROVE THE COURSE.</p>
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<p>of the necessary activities to attain the “Meets Standards” rating.</p>	<p>IF TEACHING GENERAL STUDIES COURSES, FACULTY MEMBER HAS NOT DESIGNED THE COURSE CONSISTENT WITH THE DEPARTMENT’S AND COLLEGE’S EXPECTATIONS OR HAS NOT DONE THE ASSESSMENT REQUIRED BY THE GENERAL STUDIES PROGRAM.</p> <p>CLASSES ARE NOT EVALUATED USING SRI’S OR THE PATTERN OF SRI’S REMAINS SUBSTANTIALLY BELOW THE COLLEGE PREFIX AVERAGE.</p>
<p><u>Meets Standards:</u> This performance level demonstrates the minimum required accomplishments for a faculty member.</p>	<p>MEETS STANDARDS: EACH COURSE IS KEPT CURRENT THROUGH REVIEW OF INSTRUCTIONAL RESOURCES AND THE REGULAR ADDITION OF NEW MATERIALS, AS APPROPRIATE. NARRATIVE DESCRIBES HOW COURSES ARE DESIGNED AND DELIVERED USING MULTIPLE APPROACHES TO FACILITATE STUDENT LEARNING INCLUDING LECTURING AND, BUT NOT LIMITED TO, AT LEAST ONE OF THE FOLLOWING:</p> <ol style="list-style-type: none"> 7. ENGAGED LEARNING PRACTICES, INCLUDING BUT NOT LIMITED TO GROUP PROJECTS, CLASS PRESENTATIONS, SIMULATIONS, DEBATES, PEER-TO-PEER INSTRUCTION 8. GUEST SPEAKERS WITH SPECIALIZED EXPERTISE 9. INTEGRATION OF NEW TECHNOLOGIES AND /OR SOCIAL MEDIA <p>EXPECTATIONS FOR STUDENT LEARNING AND PERFORMANCE ARE CLEARLY COMMUNICATED IN SYLLABI AND THE TENURE CANDIDATE USES STUDENT LEARNING OBJECTIVES/OUTCOMES TO FACILITATE STUDENT LEARNING AND ASSESSMENT. CATEGORY III FACULTY MEMBER USES PROFESSIONAL EXPERTISE ALONG WITH COURSE AND/OR PROGRAM ASSESSMENT RESULTS TO IMPROVE COURSES. CATEGORY III FACULTY MEMBER’S SRI’S ARE CONSISTENTLY NEAR OR ABOVE THE COLLEGE MEAN FOR SAME LEVEL COURSE OR THEY HAVE SHOWN A TREND OF IMPROVEMENT TOWARD THE PREFIX AVERAGE FOR SAME LEVEL COURSES AND THE NARRATIVE ADDRESSES WORK TOWARD IMPROVING STUDENT RATINGS OF INSTRUCTION THROUGH SHIFTING INSTRUCTIONAL</p>

	<p>CONTENT AND/OR DESIGN AND/OR DELIVERY AND INCORPORATING FEEDBACK FROM STUDENT COMMENTARY. CATEGORY III FACULTY MEMBER OBTAINS SUMMATIVE PEER OBSERVATION AND INCORPORATES FEEDBACK INTO COURSE DESIGN.</p>
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