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

The following guidelines apply to tenure-track faculty and incorporate changes to the Handbook for Professional Personnel, passed by the Board of Trustees in July of 2011.

Faculty must meet all Handbook for Professional Personnel obligations, contractual standards as outlined in the appendix of this document, have a record of conduct consistent with professional standards, and show sustained growth in all three evaluation areas to be considered for tenure and promotion to Associate Professor.

The School 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 six year 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.

HOSPITALITY, TOURISM, AND EVENTS:

Vision

The Vision of HTE is to be recognized as a renowned resource center, actively serving the many participants of the hospitality industry. This vision will be fulfilled through actively serving the many participants of the hospitality industry through a strong sense of inquiry, an openness of discussion, a willingness to share information and a deep commitment to do one's best, coupled with a refreshing hospitality attitude.

Philosophy

The Philosophy of HTE is learning through theory and experience. This philosophy, as experienced, emphasizes the development of professional hospitality management knowledge and skills through the study of theory in the classroom that, in turn, is experienced in practicum, co-op, internship, supervisory, management, and team approach situations.

Mission

The Mission of HTE is to provide leadership and excellence in its baccalaureate, professional, and technical programs. This mission is accomplished as HTE renders service to the students, citizens and the hospitality industry through flexible and individualized, interdisciplinary major programs in hotel, meeting and events, restaurant and tourism management.

Goals

- Provide instruction and professional assistance to students.
- Assist students in the development of professionalism and an attitude of continued professional growth and individual development.
- Assist students to recognize their responsibilities as members of the hospitality industry and society.
- Prepare students for graduate study in Hospitality, Tourism, Events and related fields.
- Provide seminars and workshops for the hospitality industry within Colorado and beyond.
- Conduct applied research in the field of hospitality.
- Increase the quality and accessibility of hospitality education to citizens of Colorado and beyond.

Provide professional assistance to the hospitality industry and citizens of Colorado.

AREAS OF PERFORMANCE AND CRITERIA

University faculty members 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. Each performance area has criteria that provide the basis for evaluation.

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.

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.

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.

Other Duties: Faculty engaged in other duties, including faculty on reassigned time to serve in roles such as Department Chairs or Directors, will be reviewed on those activities.

Faculty will submit a Portfolio in Digital Measures for review at the appropriate time and to the appropriate level of review as stated in the Academic Affairs Procedural Calendar and Section V of the Handbook.

RATING SCALE

The following rating scale must be applied to each criterion.

Standards for Tenure and Promotion: This rating represents a level of performance that demonstrates competency in the profession in the category for which it is achieved. If the faculty member achieves this rating before the tenure portfolio year, it indicates the faculty member is progressing toward tenure and promotion in a satisfactory manner, considering the length of time that person has been on tenure-track. If the faculty member achieves this rating in the sixth year of review, it suggests he or she has reached a level of achievement above and beyond the level needed to be considered for tenure & promotion.

Needs Improvement: This rating indicates that a faculty member's performance does not meet standards for tenure and promotion for this profession. If the faculty member achieves this rating in a category before the 3rd portfolio year, it indicates the faculty member is not progressing toward tenure & promotion in a satisfactory manner in that category and there is a chance the faculty member may not be retained or promoted.

If the faculty member is retained for another year, he or she should follow the suggestions from the department chair and other levels of review very carefully and in such a way as to be able to document progress and compliance to assure satisfactory progress (meets standards) in the next portfolio year. If a faculty member earns this rating in the 5th portfolio year in one or more categories, it is likely that he or she will be recommended for non-retention.

In reviewing faculty performance using these ratings, evaluators shall conscientiously adhere to the descriptions of each rating category, taking care to acknowledge differing levels of performance among faculty members.

Prior to tenure, probationary faculty are reviewed annually, though requirements for the portfolio and the levels of review differ from year to year. Except in the first year, portfolios are submitted and uploaded to Digital Measures in the fall every year and can include relevant information up to the moment of submission for review. The following table indicates the materials that comprise each year's portfolio and the levels of review.

**School of Professional Studies, Department of Hospitality,
Tourism, and Events
Faculty Evaluation Guidelines for Retention, Tenure, and
Promotion**

HTE

Table 1: Levels of Review

Materials	Year 1*	Year 2	Year 3	Year 4	Year 5	Year 6**
Annotated CV	X	X	X	X	X	X
Narrative		X	X			X
Previous Review Letters		X	X	X	X	X
SRI's		X	X	X	X	X
Summative Peer Observation						X
Reassigned Time Evaluations and Reports (if relevant)			X			X
Additional Materials for Review			X			X
Materials Addressing Previous Year's Review ⁺				X	X	
Levels of Review	Year 1*	Year 2	Year 3	Year 4	Year 5	Year 6**
Department/Peer Review Committee	X	X	X	X	X	X
Department Chair	X	X	X	X	X	X
School RTP Committee			X			X
Dean	X	X	X	X	X	X
University RTP Committee			X			X
Provost ⁺⁺		X	X		X	X
President ⁺⁺			X			X
Trustees						X

CRITERIA AND GUIDELINES

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

I. 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.

The sources of data for the review of teaching normally include:

- SRIs (each year beginning in the 2nd)
- Narrative (in the 2nd, 3rd, and 6th years)
- Summative peer observation results (in the 6th year)
- Additional materials for review (in the 3rd and 6th years)
- Previous review letters (each year beginning in the 2nd)

The School of Professional Studies values quality teaching with a focus on student learning that supports development of the knowledge and skills necessary to be an effective professional in the field. Earning tenure requires faculty to continue professional growth and development. In the teaching area, this may include participating in activities such as faculty learning communities, peer observation cohorts, and/or workshops and conferences focused on teaching. Faculty members are encouraged to employ innovative and creative teaching methods and technology that stimulate learning through a multifaceted teaching and learning environment. Given the diverse nature of our student body, teaching and advising that supports student success and increases cultural awareness is highly valued.

Teaching is the act of creating and maintaining an environment which enhances the opportunities for student learning and discipline-related growth; it includes advising students to facilitate graduation and to transition to post-baccalaureate careers or further educational opportunities. Teaching is a complex and reflective human activity that, in the higher education context, is offered in a forum that is advanced, semi-public, and essentially critical in nature. No single definition can possibly suffice to cover the range of talents that go into excellent teaching or that could be found across the board in the varied departments and disciplines of an entire university. Good teachers are scholars, researchers, inventors, scientists, creators, artists, professionals, investigators, practitioners or those with advanced expertise or experience who share knowledge, using appropriate methodologies, and who demonstrate and encourage enthusiasm about the subject matter in such a way as to leave the student with a lasting and vivid conviction of having benefited from that interaction.

Effective teachers typically maintain high academic standards, prepare students for professional work and development, facilitate student achievement, and provide audiences for student work. Some might add that the best teaching transmits specific skills or enhances talents that students possess, while others would note that good teaching develops habits of mind or provides models of scholarly, scientific, artistic or professional behavior and inquiry much more important than particular information. Faculty typically aspire to a number of other civic purposes in the classroom that may also include encouraging their students to long for the truth, to aspire to achievement, to emulate heroes, to become just, or to do good, for example. At the instructional level, the most important responsibilities of a teacher to his/her students are the following:

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

Needs Improvement:

- Faculty member does not meet minimum requirements of criterion for achievement of meets standards for tenure and promotion. Any review of faculty performance that lists a needs improvement requires an action plan from the faculty member that details his or her plan to meet standards prior to the next review

Standards for Tenure and Promotion:

- Updates courses taught and staying current in information presented in classes.
- Regular course syllabi and classroom syllabi and other materials for all courses the faculty member taught during the review period are current with regard to the fields, skills, competencies, knowledge and other important aspects of the subject.
- *During the six year period faculty completes one of the following:*
 - Receives a university-wide, regional, or national teaching award.
 - Develops course materials and assignments with industry partners.
 - Incorporates high impact learning experiences beyond the classroom into courses.

- 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.

Needs Improvement:

- Faculty member does not meet minimum requirements of criterion for achievement of meets standards for tenure and promotion. Any review of faculty performance that lists a needs improvement requires an action plan from the faculty member that details his or her plan to meet standards prior to the next review

Standards for Tenure and Promotion:

- Infuses rigorous and current subject matter expertise into course material and content.
- Syllabi present course objectives and are reviewed and updated, in line with official syllabus.
- Provides critical math, reading, thinking, and writing assignments according to subject matter.
- Actively works to bring industry related problems and issues to classroom learning activities.
- Assignments include, where appropriate, the use of technology, physical equipment, software knowledge, and skill trainings relevant to the subject.
- Incorporates current trends, technologies or guest speakers, within course content
- Reviews related course materials relating to the profession and involves multiple sources in course instruction.
- Involved in curriculum development and maintenance.
- During the six year probationary period achieves at least two of the following:
 - Evidence of reflection on the practice of teaching in course/program reviews, modifications, accreditation.
 - When assigned, modifies, revises, designs or evaluates a new or existing course.
 - Develops an approved online course.
 - Develops case studies pertaining to current industry problems.
 - Develops or modifies approved course, and/or curriculum for minors, certificates, or concentrations of study.
 - Develops an approved articulation agreement.
 - Fosters undergraduate research through the use of comprehensive assignments and projects.

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.

Needs Improvement:

- Faculty member does not meet minimum requirements of criterion for achievement of meets standards for tenure and promotion. Any review of faculty performance that lists a needs improvement requires an action plan from the faculty member that details his or her plan to meet standards prior to the next review

Standards for Tenure and Promotion:

- Demonstrates appropriate and effective use of class delivery to achieve course objectives.
- Responsible for the conduct of assigned classes and provide the chair with timely notice in the event that they cannot conduct a class (or classes) and shall arrange,

when possible, for instruction to be provided when they cannot be present either by a substitute or by class assignment. This standard applies not only to on & off-campus courses but to online courses as well.

- Communicates to students learning objectives, expectations, grading criteria, and course schedule.
- Provides detailed rubrics and instructional guides for student assignments and projects
- Develops and keeps updated in the usage of MyCourses, Blackboard, and/or a faculty webpage that includes current course outlines, syllabi, writing assignments, and other materials to assist students.
- Provides a student-centered learning paradigm of instruction that includes for example multi-media, case study, on-line or other technology-based learning techniques or other innovative teaching strategies in a course or courses.
- Remains flexible with office hours and communicates with students beyond scheduled office hours.
- SRI's are conducted and are 80% in line with the department norm.
- During the six year probationary period achieves two of the following:
 - Develops unique approaches to effective instructional delivery to underserved populations.
 - Incorporates the use of service learning into course delivery.
 - Designs course materials and activities that explicitly reinforce university, school, or department general education learning objectives.
 - Assumes leadership positions on an active and effective curriculum committee at the department, school, or university level.
 - Coordinates multi-section course.
 - Coordinates a course with another department or center such as Honors, Center for Innovation, etc.
 - Team teaches courses.
 - Provides extensive laboratory preparation for class demonstrations without assistance from the laboratory technician.
 - Use at least one positive summative Peer evaluation prior to the 6th year portfolio submission that reflects skillful teaching by the instructor.

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.

Needs Improvement:

- Faculty member does not meet minimum requirements of criterion for achievement of meets standards for tenure and promotion. Any review of faculty performance that lists a needs improvement requires an action plan from the faculty member that details his or her plan to meet standards prior to the next review

Standards for Tenure and Promotion:

- Responsible for the conduct of assigned classes and provides the chair with timely notice in the event that he or she cannot conduct a class (or classes) and shall arrange, when possible, for instruction to be provided when they cannot be present either by a substitute or by class assignment. This standard applies not only to on & off campus courses but to online courses as well.
- Grading criteria established are based on course objectives and evaluation methods.
- Grading standards and deadlines established and communicated to students.
- Provides meaningful feedback and provides constructive criticism of student performance.
- Provides alternative multiple methods of assessment, (exams, presentations, group and individual assignments, written projects, etc.
- Provides examples of assignment expectations and thorough grading criteria.
- Provides students with timely and constructive feedback on graded criteria.
- Submits final grades by the University-wide deadline, unless prior agreement is obtained
- Returns early warning reports and other requested reports on student progress in a timely manner.
- Adopt such procedures as necessary to assure that adequate and accurate records of student performance are maintained, consistent with department/school/university policy. If faculty is away from campus for an extended time, the records are made available to the department chair.
- Participate in the design/re-design of course objectives for the regular syllabi for each course he or she teaches, ensuring that the objectives are current, measurable and fit within the student learning objectives for the program(s) of study in which the course is taught that are tied to, not only course learning objectives, but also to program/major learning objectives.
- Uses assessment in all courses and ensures that assessment activities support development of desired student learning objectives, skills, and abilities.
- Uses all available (course, program, department, general studies and SRI's). assessment of student learning information and data to improve instruction, and/or course materials, and/or curriculum.
- Actively participates in effective evaluation of individual students, individual courses, and program, including yearly assessment reports, program review, and accreditation.
- Participates in program assessment and program review and where applicable, accreditation activities.
- *During the six year probationary period achieves two of the following:*
 - Works with peers to ensure consistency of assessment across the curriculum.
 - Revises course design or modifies pedagogy to improve student outcomes for underserved populations.
 - Provides for alternative exams, exam by examination or life experience

- Conducts formal and informal course reviews and revises course content based upon peer feedback.
- Provides significant contribution to program external review and/or accreditation
- Serves as peer observer.
- Participates in formative peer evaluations of teaching.
- Assumes leadership in an accreditation/reaccreditation or program review effort
- Contributes significantly to program review, such as analyzing data, writing the reports or parts of the report, etc.

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.

Needs Improvement:

- Faculty member does not meet minimum requirements of criterion for achievement of meets standards for tenure and promotion. Any review of faculty performance that lists a needs improvement requires an action plan from the faculty member that details his or her plan to meet standards prior to the next review

Standards for Tenure and Promotion:

- Meets Handbook requirements and departmental norms for posting of hours, keeping schedule, use of alternative means of advising, meeting with students at other times as needed, and other requirements for advising.
- Uses BANNER for advising contacts.
- Reviews CAPP reports with students upon request and is familiar with all department, school, and general studies, multicultural, and other general degree requirements.
- Provides career or graduate school advice to current students or alumni, including writing letters of reference where applicable.
- Deals with student complaints during both informal and formal procedures in manner consistent with department, school, and university-wide policies and provides advice to students on such matters that is consistent with ethical and professional conduct standards.
- Makes proactive contact and works with advisees.
- Participates in at least two MSU Denver, school, or department recruitment, advising, and career events per academic year.
- Provides timely response to students' e-mail and phone messages.
- Informs students of current job openings and maintains industry connections/communication.
- Advises students of scholarship programs and opportunities.

- Participates in one activity per year for student organizations
- Participates at least once annually with students in discipline in a related trade show, competition or activity.
- Has student advisees evaluate advising effectiveness per departmental survey.
- During the six year probationary period achieves two of the following:
 - Organizes a department, school, or university recruiting activity.
 - Participate as a department liaison with IDP.
 - Develop advising materials to improve student understanding of requirements
 - Create high impact opportunities for internship and work experience with prospective employers.
 - Serves as a faculty advisor to a student organization.
 - Escorts students to local, state, or national organizational meetings and conferences.
 - Directs the volunteer efforts of students to service learning or local industry events.

II. Scholarly Activities:

The School of Professional Studies values faculty scholarship and expects faculty to engage in ongoing professional development to remain current in their areas of expertise through activities such as participating in trainings, workshops, conferences, and/or certification processes. In addition, faculty must participate in the scholarly discussions by sharing their knowledge via presentations, publications, and other appropriate forms of scholarship in forums which include scholarly peer reviewed forums as well as within the professional community. We encourage faculty to engage in collaborative forms of scholarship and we support a broad definition of scholarship which includes the scholarship of teaching and learning and the scholarship of application as defined in the Boyer model for scholarship.

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

Purposes include, but are not limited to, the following: advancing knowledge or culture through original research or creative activities; interpreting knowledge within or across disciplines; synthesizing information across disciplines, across topics, or across time; aiding society or disciplines in addressing problems; or enhancing knowledge of student learning and effective teaching.

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

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

The sources of data for the review of scholarly activities normally include:

- Annotated CV (each year) and supporting evidence as achievements are annotated
- Narrative (in the 2nd, 3rd, and 6th years)
- Additional materials for review (in the 3rd and 6th years)
- Previous review letters (each year beginning in the 2nd)

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

Criterion I: Activities in which the faculty member shares knowledge with members of the learned and professional organizations, and which are related to the faculty member's discipline, assigned classes and expertise or responsibilities.

Needs Improvement:

- Faculty member does not meet minimum requirements of criterion for achievement of meets standards for tenure and promotion. Any review of faculty performance that lists a needs improvement requires an action plan from the faculty member that details his or her plan to meet standards prior to the next review

Standards for Tenure and Promotion:

- Engages industry leaders related to discipline.
 - Provide evidence of currency in the field through engagement in industry related activities, media, and organizational meetings.
 - **During the six year probationary period achieves must complete peer reviewed or juried exhibitions or professionally adjudicated activities as listed below specific to discipline to be eligible for tenure:**
 - Publication of a paper in a peer reviewed journal or exhibition of creative work(s) in a juried show or presentation of creative works in an adjudicated or auditioned performance. Scholarly writing will be evaluated on its merits with no distinction made between single or multiple authorships.
- OR
- Publication of a scholarly book/textbook or book chapter by a nationally recognized publisher. Scholarly writing will be evaluated on its merits with no distinction made between single and multiple authorship.

OR

- Receiving a grant of at least \$100,000 from a recognized national or international entity that helps the faculty member produce a product (e.g., paper, media production, etc.). No distinction will be made between participation as principle or co-principle investigator on the grant.

AND

- A minimum of three peer reviewed presentations of the faculty member's original work in a department approved professional meeting/conference.

Criterion II: Continued education and scholarship activities appropriate to professional assignments.

Needs Improvement:

- Faculty member does not meet minimum requirements of criterion for achievement of meets standards for tenure and promotion. Any review of faculty performance that lists a needs improvement requires an action plan from the faculty member that details his or her plan to meet standards prior to the next review

Standards for Tenure and Promotion:

- Provides evidence of active membership in one professional organization related to discipline.
- Participates actively in one professional organization event annually.
- Attend three workshops, seminars, or conferences related to discipline during six year period.
- Maintains required certification or maintenance of credentials related to discipline.
- **During the six year probationary period achieves two of the following:**
 - Completes certification or course work relevant to discipline.
 - Conducts reviews of hotel, resort, casino & lodging, restaurant & culinary arts, meeting & events, or travel & tourism businesses.
 - Completes peer reviewed and non-peer reviewed or juried exhibitions or professionally adjudicated activities specific to discipline.
 - Presents a workshop, case study, participate as a panelist or session chair or serve as a reviewer for conference paper selection for a professional conference or meeting.
 - Serves on the editorial board or as editor, co-editor, section editor, or guest editor of a preferred peer-reviewed journal.
 - Serves as a judge for a creative competition hosted by or sponsored by a professional organization relevant to the specific profession.
 - Attainment of a nationally recognized professional designation via examination and relevant to the faculty member's area of teaching expertise.
 - Receives merit recognition for participation in creative competitions organized by professional organizations or product manufacturers.
 - Designs a product that is taken into production and to market.

- Organizes and directs a professional conference or event.
- Serves on a review committee or editorial board for refereed presentations or papers.
- Serves on a committee or board of a professional organization.
- Serve in an editorial capacity for a journal or trade publication.

III. Service:

The School of Professional Studies is committed to service that supports students; that creates a climate that is respectful and supportive of diversity; and that supports the mission of the Department, the School of Professional Studies, and the University. Faculty are expected to engage in service on an ongoing basis throughout their career at Metro though the type and nature of the service may vary. We define community service as unpaid work done at the local, state, national and/or international level which utilizes the faculty member's skills and expertise to create positive community change and/or that supports our students to achieve their educational and career goals.

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

Examples of service might include:

- Committee participation
- Committee leadership
- Program or department contributions
- Board participation
- Unpaid public service to community and/or professional organizations
- Contributions to disciplinary associations

The sources of data for the review of service normally include:

- Annotated CV (each year)
- Narrative (in the 2nd, 3rd, and 6th years)
- Additional materials for review (in the 3rd and 6th years)
- Previous review letters (each year beginning in the 2nd)

Service includes committees, projects, advisory boards, playing a leadership role, program coordination, review of articles, and accreditation. All should be related to the goals of the University, School, Department, Profession or provide related expertise to the community.

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

Criterion I: Internal service to the department, school and University

Needs Improvement:

- Faculty member does not meet minimum requirements of criterion for achievement of meets standards for tenure and promotion. Any review of faculty performance that lists a needs improvement requires an action plan from the faculty member that details his or her plan to meet standards prior to the next review

Standards for Tenure and Promotion:

- Serves actively on two department committees.
- Serves actively as a chair for one department committee.
- Serves actively on a school or university committee.
- Participates in two special department, school, or university activities annually.
- Represents the department, school, or university at one industry social event annually.
- When assigned, supports the appropriate operation of the department laboratories.
- When appropriate, responds to media inquiries or interviews.
- Acts as faculty advisor to a student organization (may also be used in teaching section but not in both teaching and service).
- **During the six year probationary period achieves two of the following:**
 - Establishes partnerships or volunteer services with professional organizations.
 - Provides evidence of achievement in departmental development fundraising.
 - Serve on the Faculty Senate to include active participation on a committee or in an officer's position.
 - Develops or maintains scholarships for students.
 - Chairs a university or school committee.
 - Chairs or serves on a search committee.
 - Receives an award or commendation for outstanding service contributions above and beyond Standards from an academic or administrative level of the University.

Criterion II: Unpaid, external service to community and/or professional organizations which benefits the University,

Needs Improvement:

- Faculty member does not meet minimum requirements of criterion for achievement of meets standards for tenure and promotion. Any review of faculty performance that lists a needs improvement requires an action plan from the

faculty member that details his or her plan to meet standards prior to the next review

Standards for Tenure and Promotion:

- Represents the department, school, or university at one community or professional organization social event annually.
- Active member in one professional organization within area of expertise.
- Provides substantial volunteer discipline-related professional services to a not-for-profit organization.
- Provides newspaper or media with interviews or other co-operation with Metro and the media.
- Provides non-refereed publications (editorials, commentaries, and policy statements) made available to the general public through print or electronic media.
- *During the six year probationary period faculty completes two of the following:*
 - Active officer or member of a board of directors of a not-for-profit organization within area of expertise.
 - Consults without remuneration.
 - Provides non-refereed publications (editorials, commentaries, and policy statements) made available to the general public through print or electronic media.
 - Serves as an officer or a committee member for a community/professional organization.
 - Consults or speaks to community/professional organization related to discipline.
 - Coordinates or serves for special activities for a community/professional organization.
 - Assists in fundraising for public service or professional organizations.
 - Participates in significant regional or national professional organization meetings.
 - Influences student participation in philanthropic activities for professional organizations.
 - Provides significant contributions in several service activities as recognized by other faculty, students, president, provost, external stakeholders, dean, or chair.
 - Receives an award or commendation for outstanding public or professional service contributions.
 - Organizes and directs a professional conference or event.
 - Achieves an award in a competition related to field where peers review/judge scholarly work.
 - Provides professional consulting to the industry related to discipline.
 - Serves on a review committee or editorial board for refereed presentations or papers.
 - Serves on a committee or board of a professional organization.
 - Serve in an editorial capacity for a journal or trade publication.

Faculty Evaluation Guidelines for Promotion to Full Professor

The following guidelines apply to tenured faculty and incorporate changes to the Handbook for Professional Personnel, passed by the Board of Trustees in July of 2011.

Faculty must meet all Handbook for Professional Personnel obligations, contractual standards as outlined in the appendix of this document, have a record of conduct consistent with professional standards, and show sustained growth in all three evaluation areas to be considered for promotion to Full Professor.

The School of Professional Studies is committed to a holistic view of the promotion candidate in terms of evaluating his/her performance as part of the big picture of the work and accomplishments in all three areas. In order to achieve promotion to full-professor, a candidate must show evidence of excellence in teaching as well as in the two other evaluation areas based on the guidelines since the faculty member's last major review.

FACULTY MUST MEET ALL OF THE FOLLOWING CRITERIA FOR EACH EVALUATION AREA TO BE ELIGIBLE FOR PROMOTION TO FULL PROFESSOR.

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

I. Teaching:

The School of Professional Studies values quality teaching with a focus on student learning that supports development of the knowledge and skills necessary to be an effective professional in the field. Promotion to Full Professor requires faculty to continue professional growth and development. In the teaching area, this may include participating in activities such as faculty learning communities, peer observation cohorts, and/or workshops and conferences focused on teaching. Faculty members are encouraged to employ innovative and creative teaching methods and technology that stimulate learning through a multifaceted teaching and learning environment. Given the diverse nature of our student body, teaching and advising that supports student success and increases cultural awareness is highly valued.

Teaching is the act of creating and maintaining an environment which enhances the opportunities for student learning and discipline-related growth; it includes advising students to facilitate graduation and to transition to post-baccalaureate careers or further educational opportunities. Teaching is a complex and reflective human activity that, in the higher education context, is offered in a forum that is advanced, semi-public, and essentially critical in nature. No single definition can possibly suffice to cover the

range of talents that go into excellent teaching or that could be found across the board in the varied departments and disciplines of an entire university. Good teachers are scholars, researchers, inventors, scientists, creators, artists, professionals, investigators, practitioners or those with advanced expertise or experience who share knowledge, using appropriate methodologies, and who demonstrate and encourage enthusiasm about the subject matter in such a way as to leave the student with a lasting and vivid conviction of having benefited from that interaction.

Effective teachers typically maintain high academic standards, prepare students for professional work and development, facilitate student achievement, and provide audiences for student work. Some might add that the best teaching transmits specific skills or enhances talents that students possess, while others would note that good teaching develops habits of mind or provides models of scholarly, scientific, artistic or professional behavior and inquiry much more important than particular information. Faculty typically aspire to a number of other civic purposes in the classroom that may also include encouraging their students to long for the truth, to aspire to achievement, to emulate heroes, to become just, or to do good, for example. At the instructional level, the most important responsibilities of a teacher to his/her students are the following:

- 1) ***Content Expertise:*** To demonstrate knowledge and/or relevant experience. Effective teachers display knowledge of their subject matters in the relevant learning environment (classroom, on-line, hybrid, field work, etc.), which typically includes the skills, competencies, and knowledge in a specific subject area in which the faculty member has received advanced experience, training, or education.
- 2) ***Instructional Design:*** To re-order and re-organize this knowledge/experience for student learning. Effective teachers design course objectives, syllabi, materials, activities, and experiences that are conducive to learning.
- 3) ***Instructional Delivery:*** To communicate and “translate” this knowledge/experience into a format accessible to students: Effective teachers communicate information clearly, create environments conducive to learning, and use an appropriate variety of teaching methods.
- 4) ***Instructional Assessment:*** To evaluate the mastery and other accomplishments of students. Effective teachers design assessment procedures appropriate to course objectives, ensure fairness in student evaluation and grading, and provide constructive feedback on student work.
- 5) ***Advising In and Beyond the Classroom:*** To provide guidance for students as they pursue undergraduate and post-baccalaureate education and/or employment. Effective advisors interact with students to provide career guidance and information, degree program guidance and information (e.g., advice on an appropriate schedule to facilitate graduation), and answers to questions relating to a discipline.

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

1. Content Expertise:

- Updating courses taught and staying current in information presented in classes.

2. Instructional Design:

- Involved in curriculum development and maintenance.

3. Instructional Delivery:

- Demonstrates appropriate and effective use of class delivery to achieve course objectives.
- SRI's are conducted and are in line with the department norm.
- At least one summative peer review must be included in the promotion portfolio. Additional formative peer evaluations may be required by the department.

4. Instructional Assessment:

- Actively participates in effective evaluation of individual students, individual courses, and program, including yearly assessment reports, program review, and, if a program is accredited, accreditation.

5. Advising

- Meets Handbook requirements and departmental norms for posting of hours, keeping schedule, use of alternative means of advising, meeting with students at other times as needed, and other requirements for advising
- Uses BANNER for advising contacts.

II. Scholarly Activities:

The School of Professional Studies values faculty scholarship and expects faculty to engage in ongoing professional development to remain current in their areas of expertise through activities such as participating in trainings, workshops, conferences, and/or certification processes. In addition, faculty must participate in the scholarly discussions by sharing their knowledge via presentations, publications, and other appropriate forms

of scholarship in forums in which scholarly activities are peer reviewed. We encourage faculty to engage in collaborative forms of scholarship and we support a broad definition of scholarship which includes the scholarship of teaching and learning and the scholarship of application as defined in the Boyer model for scholarship.

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

Purposes include, but are not limited to, the following: advancing knowledge or culture through original research or creative activities; interpreting knowledge within or across disciplines; synthesizing information across disciplines, across topics, or across time; aiding society or disciplines in addressing problems; or enhancing knowledge of student learning and effective teaching.

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

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

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

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

- A minimum of five peer reviewed works, one of which must be a publication of a paper in a peer reviewed journal or exhibition of creative work(s) in a juried show or presentation of creative works in an adjudicated or auditioned performance, in some combination of the following:
 - Publication of paper(s) in a peer reviewed journal or exhibition of creative work(s) in a juried show or presentation of creative works in an adjudicated or auditioned performance. Scholarly works will be evaluated on its merits with no distinction made between single or

multiple authorship. Scholarly works accepted for publication, exhibition, or performance at the time of portfolio submission meet this standard.

OR

- Publication of a scholarly book, textbook, booklet, or book chapter by a nationally recognized publisher. Scholarly writing will be evaluated on its merits with no distinction made between single or multiple authorship.

OR

- Receipt of sizable competitive grant(s) from a recognized external entity that helps the faculty member produce a product (e.g., paper, media production, etc.). No distinction will be made between participation as principle or co-principle investigator on the grant or those who make a significant contribution to the grant work.

OR

- Peer-reviewed or invited presentation(s) of the faculty member's original work in a department approved professional meeting/conference. If the faculty member has published or has in publication a scholarly book or textbook, no peer reviewed or invited presentations are required. Publication of a paper in a peer reviewed journal or exhibition of creative work(s) in a juried show or presentation of creative works in an adjudicated or auditioned performance may be substituted in a one-to-one ratio for presentations.

AND

- Advanced study/conference attendance/ work towards completion of an advanced degree to stay current in the field or learn new information/skills.

AND

- Other departmentally defined activities.

III. Service:

The School of Professional Studies is committed to service that supports students; that creates a climate that is respectful and supportive of diversity; and that supports the mission of the Department, the School of Professional Studies, and the University. Faculty are expected to engage in service on an ongoing basis throughout their career at Metro though the type and nature of the service may vary. We define community service as unpaid work done at the local, state, national and/or international level which utilizes

the faculty member's skills and expertise to create positive community change and/or that supports our students to achieve their educational and career goals.

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

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

Demonstration of significant accomplishment and contribution in some combination of or intense focus in the following service activities:

- Within the institution at the university, school, department or program level.
- Outside the institution in the community or profession.

Examples of service include committees, projects, advisory boards, playing a leadership role, program coordination, review of articles, and accreditation. All should be related to the goals of the University, School, Department, Profession or provide related expertise to the community.

Faculty Evaluation Guidelines for Post-Tenure Review

The following guidelines apply to tenured faculty and incorporate changes to the Handbook for Professional Personnel, passed by the Board of Trustees in July of 2011.

Faculty must meet all Handbook for Professional Personnel obligations, contractual standards as outlined in the appendix of this document, have a record of conduct consistent with professional standards, and show sustained growth in all three evaluation areas for a successful Post-Tenure Review.

The School of Professional Studies is committed to a holistic view of the post-tenure review faculty member in terms of evaluating his/her performance as part of the big picture of the work and accomplishments in all three areas over the five year review period. In order to achieve a successful post-tenure review, a faculty member must show evidence of effective teaching as well as involvement in the two other evaluation areas based on the guidelines.

FACULTY MUST MEET ALL OF THE FOLLOWING CRITERIA FOR EACH EVALUATION AREA TO BE ELIGIBLE FOR A POSITIVE POST-TENURE REVIEW.

I. Teaching:

The School of Professional Studies values quality teaching with a focus on student learning that supports development of the knowledge and skills necessary to be an effective professional in the field. Successful post-tenure review requires faculty to continue professional growth and development. In the teaching area, this may include participating in activities such as faculty learning communities, peer observation cohorts, and/or workshops and conferences focused on teaching. Faculty members are encouraged to employ innovative and creative teaching methods and technology that stimulate learning through a multifaceted teaching and learning environment. Given the diverse nature of our student body, teaching and advising that supports student success and increases cultural awareness is highly valued.

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OR

- Publication of a scholarly book, textbook, booklet, or book chapter by a nationally recognized publisher. Scholarly writing will be evaluated on its merits with no distinction made between single or multiple authorship.

OR

- Receipt of a sizable competitive grant from a recognized external entity that helps the faculty member produce a product (e.g., paper, media production, etc.);

OR

- Peer-reviewed or invited presentations of the faculty member's original work in a department approved professional meeting/conference. If the faculty member has published or has in publication a scholarly book or textbook, no other peer reviewed or invited activities are required. Scholarly works will be evaluated on its merits with no distinction made between single or multiple authorship. Scholarly works accepted for publication, exhibition, or performance at the time of portfolio submission meet this standard.

AND

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

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Examples of service include committees, projects, advisory boards, playing a leadership role, program coordination, review of articles, and accreditation. All should be related to the goals of the University, School, Department, Profession or provide related expertise to the community.

Appendix

Contractual obligations:

The faculty member must meet the contractual responsibilities defined these guidelines and adhere to all policies and procedures set forth in the Handbook for professional personnel as a prerequisite to reappointment consideration.

1. Timely performance of responsibilities specified in the faculty member's contract and the Handbook (in accordance with the academic calendar).
2. Adherence to accepted standards of professional conduct.
3. Faculty shall be responsible for the conduct of assigned classes; shall provide the chair with timely notice in the event that they cannot conduct a class (or classes); and, pursuant to written departmental policy, shall arrange, when possible, for instruction to be provided when they cannot be present - either by a substitute or by class assignment.
4. Faculty shall present to all students attending class, within the time span established by departmental policy, a course description, their NC policy, grading criteria, and special notices required by law or institutional policy (see Academic Policy Manual).
5. Faculty shall, as established by departmental policies, adopt such procedures as necessary to assure that adequate and accurate records of student performance are maintained.
6. Faculty shall establish, post, and keep a minimum of 5 office hours weekly during each academic term of the regular academic year. Faculty granted reassigned time will keep office hours as determined by the chair.
7. The normal teaching load for faculty is 24 semester credit hours per academic year. This load is usually distributed 12 credit hours per semester. In order to accommodate high enrollments during a term or to meet other emergency situations, the University may assign excess loads. Reduction in teaching load in subsequent semesters or terms is authorized in these cases. Overload compensation may be authorized but is not guaranteed, required, or usual when teaching assignments exceed the usual distribution and load adjustments are not

possible.

8. In addition to their teaching load, faculty members shall prepare for classes, evaluate students' performance, confer with and advise students, and participate in committee work, professional development, service and other appropriate professional activities. Full-time faculty are expected to devote at least 40 hours per week during the contract year to meeting their teaching and other obligations.
9. Faculty shall keep syllabi and student records for all classes for one calendar year after the end of the semester in which the course was taught.
10. Faculty shall comply with all federal and state laws relating to the acquisition, handling, and disposal of hazardous materials and by-products or wastes there from.